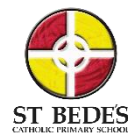


## History Long Term Overview 2024-2025



	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Year 1		<i>Changes within living memory</i> <b>Transport Through Time</b> George Stephenson (LH) Wright Brothers			<i>Lives of significant individuals</i> <b>Monarchs</b> Queen Victoria Queen Elizabeth	
Year 2		<i>Events beyond living memory</i> Great Fire of London vs Great fire of Newcastle			<i>Lives of significant individuals</i> <b>Civil Rights</b> Rosa Parks Emily Davison (LH)	
Year 3		Stone Age and Iron Age			Egyptians	
Year 4		<b>Local history study</b> The Legacy of the Romans in our region- Hadrian's Wall			Anglo Saxon Invaders	
Year 5		<b>Local history study</b> The Legacy of the Anglo Saxons and Vikings in our region- Lindisfarne			Ancient Greeks	
Year 6		<b>Breadth Study</b> Crime and Punishment through time			Early Islamic Civilisation	



# History Long Term Overview 2024-2025



Key Theme	Ways of Life	Beliefs	Geographical significance	Hierarchy/ Power	Trade	Achievements/ legacy
<b>Year 1</b>	<b>Transport Through Time</b> George Stephenson (LH) Wright Brothers  <b>Monarchs</b> Queen Victoria Queen Elizabeth		<b>Monarchs</b> Queen Victoria Queen Elizabeth	<b>Transport Through Time</b> George Stephenson (LH) Wright Brothers	<b>Transport Through Time</b> George Stephenson (LH) Wright Brothers  <b>Monarchs</b> Queen Victoria Queen Elizabeth	<b>Transport Through Time</b> George Stephenson (LH) Wright Brothers  <b>Monarchs</b> Queen Victoria Queen Elizabeth
<b>Year 2</b>	<b>Civil Rights</b> Rosa Parks Emily Davison (LH)  Great Fire of London vs Great fire of Newcastle	<b>Civil Rights</b> Rosa Parks Emily Davison (LH)  Great Fire of London vs Great fire of Newcastle	<b>Civil Rights</b> Rosa Parks Emily Davison (LH)		<b>Civil Rights</b> Rosa Parks Emily Davison (LH)  Great Fire of London vs Great fire of Newcastle	<b>Civil Rights</b> Rosa Parks Emily Davison (LH)  Great Fire of London vs Great fire of Newcastle
<b>Year 3</b>	Stone Age and Iron Age  Egyptians	Stone Age Egyptians	Egyptians	Egyptians	Stone Age	Egyptians
<b>Year 4</b>	<b>Local history study</b> The Legacy of the Romans in our region- Hadrian's Wall  Anglo-Saxon Invaders	<b>Local history study</b> The Legacy of the Romans in our region- Hadrian's Wall  Anglo-Saxon Invaders	<b>Local history study</b> The Legacy of the Romans in our region- Hadrian's Wall	<b>Local history study</b> The Legacy of the Romans in our region- Hadrian's Wall	<b>Local history study</b> The Legacy of the Romans in our region- Hadrian's Wall  Anglo-Saxon Invaders	<b>Local history study</b> The Legacy of the Romans in our region- Hadrian's Wall  Anglo-Saxon Invaders
<b>Year 5</b>	<b>Local history study</b> The Legacy of the Anglo Saxons and Vikings in our region- Lindisfarne  Ancient Greeks	<b>Local history study</b> The Legacy of the Anglo Saxons and Vikings in our region- Lindisfarne  Ancient Greeks	<b>Local history study</b> The Legacy of the Anglo Saxons and Vikings in our region- Lindisfarne	Ancient Greeks	<b>Local history study</b> The Legacy of the Anglo Saxons and Vikings in our region- Lindisfarne	<b>Local history study</b> The Legacy of the Anglo Saxons and Vikings in our region- Lindisfarne  Ancient Greeks
<b>Year 6</b>	<b>Breadth Study</b> Crime and Punishment through time  Early Islamic Civilisation	<b>Breadth Study</b> Crime and Punishment through time  Early Islamic Civilisation	<b>Breadth Study</b> Crime and Punishment through time  Early Islamic Civilisation	Early Islamic Civilisation	Early Islamic Civilisation	<b>Breadth Study</b> Crime and Punishment through time  Early Islamic Civilisation

HISTORY PROGRESSION MAP		
Category of Knowledge	Key Stage	
Chronological Understanding	KS1	<ul style="list-style-type: none"> <li>• <b>Identify</b> the difference between things that happened in the past and the present, using the words <b>past and present</b> when telling others about an event</li> <li>• <b>Describe</b> things that happened to themselves and other people in the past</li> <li>• <b>Order and sequence</b> events, artefacts and evidence into <b>chronological</b> order within different periods of time using a timeline</li> <li>• <b>Group</b> objects based on similarities and differences of things in the past and present</li> <li>• Describe main story settings, events and principal characters</li> <li>• <b>Describe</b> things that happened to themselves and other people in the past and present their findings</li> <li>• Understand how to put people, events and objects in <b>order</b> of when they happened, using a timeline</li> <li>• Develop understanding of the term 'chronological' when discussing <b>timelines</b></li> </ul>
	LKS2	<ul style="list-style-type: none"> <li>• Understand that a timeline can be organised into BC (Before Christ) and AD (Anno Domini) and BCE/CE</li> <li>• Describe and order <b>significant events</b> within the period studied and compare to present day, using dates</li> <li>• Use a timeline to place historical periods, events, evidence and artefacts in chronological order and give reasons for their order</li> <li>• Use mathematical skills to help work out the time differences between certain major events in history</li> <li>• Describe and order significant events and dates on a timeline using prepositional language</li> <li>• Begin to date events in the unit being studied</li> </ul>
	UKS2	<ul style="list-style-type: none"> <li>• <b>Order a number of significant events, movements and dates on a timeline using dates accurately</b></li> <li>• Accurately use dates and terms to describe historical events</li> <li>• Understand and describe in, some detail, the main changes to an aspect in a period in history</li> <li>• <b>Understand how some historical events/periods occurred concurrently in different locations</b></li> </ul>
Historical Terms	KS1	<ul style="list-style-type: none"> <li>• Show an understanding of the terms within and beyond living memory</li> <li>• Show an understanding of simple historical terms from the topic of study</li> <li>• Communicate ideas about the past (role play, orally, written and drawn)</li> <li>• Use simple historical vocabulary to retell simple stories that occurred beyond or within living memory.</li> </ul>
	LKS2	<ul style="list-style-type: none"> <li>• Use and understand appropriate historical vocabulary to communicate information</li> <li>• Present, communicate and organise ideas about the past using models, drama, role play and different genres of writing (including letters, recounts, poems, adverts, diaries, posters and guides)</li> <li>• Gather and record their own research about a studied period</li> <li>• Present ideas about a period of study, based on own research</li> </ul>
	UKS2	<ul style="list-style-type: none"> <li>• Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, <b>political, economic, cultural, religious</b></li> <li>• <b>Present, communicate and organise ideas about the past using detailed discussions and debates and different genres of writing (such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports)</b></li> <li>• Plan, prepare and present a self-directed project or research about the studied period</li> </ul>

Historical Evidence	KS1	<ul style="list-style-type: none"> <li>Observe or handle a range of sources, evidence and artefacts to ask and answer simple questions about the past</li> <li>Discuss the effectiveness of sources, evidence and artefacts</li> <li>Show an understanding of some ways to find out about the past</li> <li>Choose and select evidence and say how it can be used to find out about the past</li> <li>Identify the difference between primary and secondary sources</li> </ul>
	LKS2	<ul style="list-style-type: none"> <li>Use <b>primary and secondary sources</b> as evidence to find out about the past</li> <li>Understand how knowledge of the past is constructed from a range of sources</li> <li>Regularly address historically valid questions to find answers about the past</li> <li><b>Devise</b> historically valid questions to find answers about the past</li> <li>Select relevant historical information when undertaking own research</li> <li>Recognise the part that archaeologists have had in helping us understand more about the past</li> <li>Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information</li> </ul>
	UKS2	<ul style="list-style-type: none"> <li><b>Recognise</b> when they are using <b>primary and secondary</b> sources of information to <b>investigate</b> the past and give reasons for this</li> <li><b>Understand and use a wide range of different evidence about the past to pursue valid historical enquires.</b> (e.g. ceramics, pictures, documents, posters, online material, photographs, artefacts, historic statues, figures, <b>sculptures</b>, historic sites)</li> <li><b>Select relevant sections of information to address historically valid questions and construct detailed informed responses</b></li> <li><b>Create relevant, structured accounts based on evidence.</b></li> </ul>
Historical Interpretation	KS1	<ul style="list-style-type: none"> <li>Identify different ways in which the past is represented</li> <li>Begin to use stories or accounts to distinguish between fact and fiction</li> <li>Begin to compare two versions of a past event</li> </ul>
	LKS2	<ul style="list-style-type: none"> <li><b>Compare</b> more than two versions of the same event or story in history, identifying similarities and differences</li> <li>Understand that different versions of the past may exist, giving some reasons for this.</li> </ul>
	UKS2	<ul style="list-style-type: none"> <li>Understand that different versions of the past may exist, giving reasons for this</li> <li><b>Understand the difference between primary and secondary evidence and the impact of this on reliability</b></li> <li>Find and <b>analyse</b> a wide range of evidence about the past, discussing their usefulness</li> <li>Use a range of evidence to offer some clear reasons for different <b>interpretations</b> of events, linking this to factual understanding about the past</li> <li>Consider different ways of checking the accuracy of <b>interpretations</b> of the past</li> </ul>
Historical Enquiry	KS1	<p><b><u>Continuity &amp; Change</u></b></p> <ul style="list-style-type: none"> <li>Identify some similarities and differences between ways of life at different times</li> </ul> <p><b><u>Cause &amp; Consequence</u></b></p> <ul style="list-style-type: none"> <li>Recognise why people did things, why events happened and what happened as a result</li> </ul> <p><b><u>Similarity &amp; Difference</u></b></p> <ul style="list-style-type: none"> <li>Make simple observations about different types of people and events within a society</li> </ul> <p><b><u>Significance of Events &amp; People</u></b></p> <ul style="list-style-type: none"> <li>Understand and discuss who was important and why</li> </ul>
	LKS2	<p><b><u>Continuity &amp; Change</u></b></p> <ul style="list-style-type: none"> <li>Describe and begin to make links between main events, situations and changes within and across different periods/societies.</li> <li>Suggest reasonable reasons for historical continuity and change</li> </ul> <p><b><u>Cause &amp; Consequence</u></b></p> <ul style="list-style-type: none"> <li><b>Identify</b> and give reasons for, results of, historical events, situations, changes</li> <li><b>Identify</b> and describe reasons for the causes and consequences of historical</li> </ul>

		<p><b><u>Similarity &amp; Difference</u></b></p> <ul style="list-style-type: none"> <li>• Begin to recognise and describe social, cultural, religious and ethnic <b>diversity</b> in Britain and the wider world.</li> <li>• Begin to <b>compare and contrast</b> beliefs and culture within and across time periods and societies</li> </ul> <p><b><u>Significance of Events &amp; People</u></b></p> <ul style="list-style-type: none"> <li>• Begin to identify <b>historically significant people</b> and events in situations</li> <li>• Explore the beliefs, behaviour and characteristics of people</li> </ul>
	UKS2	<p><b><u>Continuity &amp; Change</u></b></p> <ul style="list-style-type: none"> <li>• Describe and make links between main events, situations and changes within and across different periods and societies.</li> <li>• Compare <b>beliefs</b>, behaviour and <b>characteristics</b> of people within and across time periods and societies</li> </ul> <p><b><u>Cause &amp; Consequence</u></b></p> <ul style="list-style-type: none"> <li>• Identify and describe reasons for, and results of, historical events, situations, changes within and across different periods and societies</li> <li>• <b>Examine the impact</b> of events upon people</li> </ul> <p><b><u>Similarity &amp; Difference</u></b></p> <ul style="list-style-type: none"> <li>• Describe <b>social, cultural, religious</b> and <b>ethnic diversity</b> in Britain &amp; the wider world</li> <li>• Compare and contrast beliefs, behaviour and <b>culture</b> within and across time periods and societies</li> </ul> <p><b><u>Significance of Events &amp; People</u></b></p> <ul style="list-style-type: none"> <li>• <b>Identify historically significant people and events in situations</b></li> <li>• Give reasons for and results of the main events and the <b>impact</b> of this</li> <li>• Find out about <b>beliefs</b>, behaviour and <b>characteristics</b> of people, recognising differences in views and feelings</li> </ul>