

# Laurus Primary History 8 Year Overview

*Intent: To inspire a curiosity of the past.*

Disciplinary concepts
<p>Look at continuity and change after an event Weigh up cause and consequence Consider similarity and difference Consider significance Evidential thinking</p>
Disciplinary skills
<p>Ask questions Use, interpret information and make inferences Use technical vocabulary Communicate effectively Consider chronology</p>

Substantive concepts						
Power	Empire	Religion	Conquest/ Invasion	Society	Revolution (a big change)	Trade




Autumn	Spring	Summer
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**Understanding the World; Past and Present:**  
**EYFS:**

*Before children in the EYFS can begin to meaningfully engage in learning about other people and events in history, they need to have a good understanding of their own lives, routines and experiences, and be able to engage, interact and compare these with others' lives. They need to develop their conceptual understanding of past, present and a range of time.*

*Although the key concepts are not expected to be taught explicitly in EYFS, they help to build foundations for the development of schema and deepen the children's understanding as they move through the school. These will be explored through play, conversations and stories.*

*All components are subject to change and adaptation depending on the needs and interests of the children.*

Pre-School 	<b>Endpoint questions:</b>  Who am I, and what makes me special? Who is my family? What has happened in my past? (yesterday/at the weekend/last month) How have I changed since I was a baby?		
	<b>Disciplinary skill and concept:</b> <ul style="list-style-type: none"> <li>Communicate effectively</li> <li>similarity and difference</li> </ul>	<b>Disciplinary skills:</b> <ul style="list-style-type: none"> <li>ask questions</li> <li>consider chronology</li> </ul>	<b>Disciplinary skill:</b> <ul style="list-style-type: none"> <li>interpret information and make inferences</li> </ul>

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### Endpoint questions:

Who am I, and who is important to me?  
 How are families the same or different to mine?  
 How are members of my family different from me?  
 How are things different now from long ago?  
 What celebrations do we have during the year?  
 Why do we wear different clothes during the year?

Reception



#### Disciplinary skill and concept:

- ask questions
- consider significance (occupations and also events)- think GREAT (groundbreaking, remembered, effects that are far reaching, affects the future and terrifying)

#### Disciplinary skills:

- use technical vocabulary: past, present, old, new, evidence, order, organise
- ask questions
- organise using basic chronology
- interpret information and make inferences (look at photos and suggest occupations/ family relationships, pictures, stories, artefacts)

#### Disciplinary skill and concept:

- use technical vocabulary: past, present, old, new, evidence, order, organise
- ask questions
- similarity and difference and make connections between past and present

### Key Stage 1:

*At KS1, children should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide variety of everyday historical terms, asking and answering questions, and using parts of stories and other sources to show they know and understand the key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.*

Year 1

#### Street over time

**Disciplinary concept:** Similarity and Difference  
**Substantive concepts:** Trade, Society



#### Flight over time

**Disciplinary concept:** Change and Continuity  
**Substantive concepts:** Revolution, Power, Society, Empire



#### Female monarchs

**Disciplinary concept:** Evidential thinking  
**Substantive concepts:** Trade, revolution, religion, empire, Power, conquest



Year 2

#### People who changed the World

**Disciplinary concept:** Cause and Consequence  
**Substantive concepts:** Revolution, Power, Society



#### The Great Fire and the 1600s

**Disciplinary concept:** Change and Continuity  
**Substantive concepts:** Society, Power



#### The Great Exhibition












**Disciplinary concept:** Significance  
**Substantive concepts:** Trade, Empire



### Key Stage 2:

*At KS2, children should continue to develop a chronologically secure knowledge and understanding of British, Local and world history, establishing clear narratives across and within the periods they study. They should note connections, contrasts and trends over time. They should develop the use of appropriate historical terms, asking and answering questions about change/cause, similarity/difference and significance. They should construct informed responses that involve thoughtful selection of relevant historical information, understanding that our past is constructed from a range of sources. Teaching should combine overview and depth studies to help children understand both the long arc of development and the complexity of specific aspects of the content.*

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<p><b>Year 3</b></p>	<p><b>Changes in Britain from the Stone Age to Iron Age</b>  <b>Disciplinary concept:</b> Change and Continuity  <b>Substantive concepts:</b> Society, Trade</p> 	<p><b>Ancient Egyptians (depth study)</b>  <b>Disciplinary concept:</b> Significance  <b>Substantive concepts:</b> Society, Trade, Power, Religion, Empire</p> 	<p><b>Ancient Egyptians (depth study)</b>  <b>Disciplinary concept:</b> Significance  <b>Substantive concepts:</b> Society, Trade, Power, Religion, Empire</p> 
<p><b>Year 4</b></p>	<p><b>Ancient Greeks</b>  <b>Disciplinary concept:</b> Evidential Thinking  <b>Substantive concepts:</b> Society, Religion, Trade, Conquest</p> 	<p><b>Roman Empire in Britain</b>  <b>Disciplinary concept:</b> Change and Continuity  <b>Substantive concepts:</b> Society, Conquest, Empire</p> 	<p><b>Anglo-Saxon England</b>  <b>Disciplinary concept:</b> Evidential thinking  <b>Substantive concepts:</b> Conquest, Invasion, Society, Trade, Religion (Paganism)</p> 
<p><b>Year 5</b></p>	<p><b>Vikings</b>  <b>Disciplinary concept:</b> Evidential Thinking  <b>Substantive concepts:</b> Trade, Society, Power, Religion</p> 	<p><b>Maya</b>  <b>Disciplinary concept:</b> Significance  <b>Substantive concepts:</b> Society, Trade, Power, Religion</p> 	<p><b>Industrial Revolution</b>  <b>Disciplinary concept:</b> Cause and Consequence  <b>Substantive concepts:</b> Revolution, Trade, Empire, Power, Society, Religion</p> 
<p><b>Year 6</b></p>	<p><b>Islamic Civilisations</b>  <b>Disciplinary concept:</b> Similarity and Difference  <b>Substantive concepts:</b> Empire, Society, Trade, Religion</p> 	<p><b>West African and Caribbean heritage</b>  <b>Disciplinary concept:</b> Evidential Thinking  <b>Substantive concepts:</b> Empire, Society, Revolution</p> 	<p><b>World War 2</b>  <b>Disciplinary concept:</b> Cause and Consequence  <b>Substantive concepts:</b> Empire, Power (military), Conquest/ Invasion</p> 