



St Aidan's Primary School  
History Overview 2022 – 2023

Year R/1			
National Curriculum Expectations	Significant historical events, people and places in their own locality	Changes within living memory Where appropriate, these should be used to reveal aspects of change in national life	The lives of significant individuals in the past who have contributed to national and international achievements. At least one significance unit should compare aspects of lives on different periods.
Year R/1 - Disciplinary concepts	Similarity and difference	Change and continuity	Sources and evidence
Year R/1 – Substantive concepts	Monarchy	Transport	Jobs and Lifestyle
Question	How does my family compare to the royal family?	How has transport changed?	Why was John Muir significant?
Year 1/2			
National Curriculum Expectations	Significant historical events, people and places in their own locality	Events beyond living memory that are significant nationally or globally	The lives of significant individuals in the past who have contributed to national and international achievements. At least one significance unit should compare aspects of lives on different periods.
Year 1/2 - Disciplinary concepts	Causes and Consequences	Historical interpretations	Historical Significance
Year 1/2 – Substantive concepts	Monarchy	Jobs and Lifestyle	Transport
Question	How have castles changed over the years?	How did the Great Fire of London spread so quickly?	What made Amelia Earhart and Ellen Ochoa special?



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Year 3			
National Curriculum Expectations	<b>A study of achievements of the earliest civilizations</b> – an overview of where the and when the first civilizations appeared <b>and a depth study of one of the following:</b> Ancient Sumer, The Indus Valley, <b>Ancient Egypt</b> , The Shang Dynasty of Ancient China	The Roman Empire and its impact on Britain	A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066
Year 3 - Disciplinary concepts	Historical Interpretations	Historical significance	Sources and evidence
Year 3 – Substantive concepts	Monarchy	Civilisations	Hygiene
Question	How significant was Tutankhamen?	What have the Romans done for us?	Why did the plague spread so quickly in 1666?
Year 4			
	A local history study	Britain's settlement by Anglo-Saxons and Scots	Vikings and Anglo-Saxons struggle for the Kingdom of England to the time of Edward the Confessor
Year 4 - Disciplinary concepts	Sources and evidence	Causes and consequence	Similarity and difference
Year 4 – Substantive concepts	Migration	Monarchy	Invasion
Question	What was it like to be evacuated?	Who was the first king of England?	Were the Vikings brutal invaders?



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Year 5			
National Curriculum Expectations	A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066	A study of Greek life and achievements and their influence on the western world	A non-European society that provides contrasts with British history – Bagdad c, AD 900
Year 5 - Disciplinary concepts	Similarity and differences	Historical interpretations	Historical significance
Year 5 – Substantive concepts	Empire	Religion	Civilisation
Question	How did the rise of the British Empire change the world? – Victorians	Who mattered to the ancient Greeks?	What did Bagdad do for us?
Year 6			
National Curriculum Expectations	A local history study		Changes in Britain from the Stone Age to the Iron Age
Year 6 - Disciplinary concepts	Sources and evidence		Change and continuity
Year 6 – Substantive concepts	Jobs and Lifestyle		Religion
Question	What impact did the cotton Trade have on Lancashire and Bamber Bridge?		Why did people build Stonehenge?