

History Medium Term Overview 2024 - 2025

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Aut 20 24	<p>Understanding the World:</p> <p>Talk about the lives of people around them and their roles in society</p>	<p><i>Gunpowder Plot</i></p> <p>Range and depth of knowledge: changes in living memory Recognise some similarities between past and present</p> <p>Interpretations of history: observe pictures and artefacts from the past</p> <p>Historical enquiry: sort artefacts “now” and “then”</p> <p>Chronological understanding: describe memories and changes that have happened in their own life time</p> <p>Substantive concepts: Monarchy & Society</p>	<p><i>Great Fire of London</i></p> <p>Chronological understanding: sequence events on a simple timeline</p> <p>Interpretations of history: explain different types of sources and discuss its effectiveness</p> <p>Knowledge and Understanding: Know and recount episodes from significant events in history</p> <p>Substantive concepts: Monarchy & Society</p>	<p><i>Scotland</i></p> <p>Historical investigations: Use a range of primary and secondary sources to find out about the past and begin to do own research</p> <p>Knowledge and Understanding: find out about the lives of everyday people Explain how people in the past have influenced life today</p> <p>Presenting: Present and organise ideas about the past including stories</p> <p>Substantive concepts: Settlement</p>	<p><i>Mayans</i></p> <p>Cause and consequence: Understand the consequences of one historical event</p> <p>Historical Interpretations: start to understand the difference between primary and secondary evidence Use a range of evidence to offer reasons for different interpretations of events</p> <p>Knowledge and understanding: recognise connections and trends over time in the lives of everyday people Describe key features of the past, including attitudes, beliefs and the lives of men, women and children</p> <p>Substantive concepts: Civilization & Settlement</p>		

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Spr 20 25	<p>Understanding the World:</p> <p>Understand the past through settings, character and events</p>	<p><i>Travel and Transport</i></p> <p>Chronological understanding: order events from earliest to latest on a simple timeline</p> <p>Presenting: Talk, write and draw about things from the past</p> <p>Historical Vocabulary: Talk and write about things from the past using historical vocabulary eg battle, conflict</p> <p>Substantive concepts: Transport & Society</p>	N/A	N/A	<p><i>Roman Empire</i></p> <p>Continuity and change: Start to explain the impact of some changes that have happened throughout different periods of history</p> <p>Chronological understanding: order an increasing number of significant events</p> <p>Knowledge and understanding: describe connections and contrasts between aspects of history, people, events and artefacts studied</p>
Su 20 25	<p>Understanding the World:</p> <p>Know some similarities and differences between different religious and cultural communities</p>	<p><i>Kings and Queens</i></p> <p>Historical Significance: talk about why these people are important and what changed because of them.</p> <p>Knowledge and Understanding: describe significant individuals from the past</p> <p>Substantive concepts: Monarchy</p>	<p><i>Castles</i></p> <p>Chronological understanding: Observe and use artefacts to find out about the past</p> <p>Knowledge and Understanding: Describe significant individuals from the past</p> <p>Historical significance: Talk about why these people were important</p>	<p><i>Egypt</i></p> <p>Continuity and change: Understand a timeline that can be divided into BC and AD</p> <p>Historical enquiry: look at two versions of the same event and identify differences</p> <p>Knowledge and understanding: Describe connections and contrasts between people studied</p>	<p>Presenting: Plan and present a self-directed project</p> <p>Historical enquiry: recognise primary and secondary sources. Use a range of sources. Bring knowledge from a range of sources together</p> <p>Substantive concepts: Monarchy/Empire</p> <hr/> <p><i>Anglo Saxons & Vikings</i></p>

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Su 20 25	<p>Understanding the World:</p> <p>know some similarities and difference between the natural world around them</p>	<p><i>Great Explorers</i></p> <p>Chronological understanding: sequence events on a simple timeline</p> <p>Historical knowledge: Use a range of sources to find out characteristic features of the past</p> <p>Historical Enquiry: answer how and why questions and develop own explanations</p> <p>Organisation and communication: drama</p> <p>Substantive concepts: Transport</p>	<p>and what changed because of them</p> <p>Substantive concepts: Monarchy & Society</p> <p><i>Space</i></p> <p>Range and depth of knowledge: find out about people and events in other times</p> <p>Interpretations of history: compare pictures of people or past events</p> <p>Historical enquiry: use a source. Use time lines</p> <p>Presenting: class display, ICT leaflet to talk, write and draw about events from the past</p> <p>Substantive concepts: Technology Transport</p>	<p>Substantive concepts: Society & Democracy</p>	<p>Chronological understanding: understand how some historical events occurred concurrently around the world</p> <p>Knowledge and understanding: describe connections and contrasts between aspects of history</p> <p>Historical investigations: select relevant information and investigate own lines of enquiry</p> <p>Presenting: present events from the past using detailed written narrative</p> <p>Substantive concepts: Society & Democracy</p>
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