

# Cop Lane C of E Primary School – History Overview 2024-2025

	Autumn Term - Curriculum Focus		Spring Term - Curriculum Focus		Summer Term - Curriculum Focus	
	Black History month October 2024		Family History Fortnight			
<b>EYFS</b>	<p>My Cop Lane Garden – changes over time Growing and changing – growing from a baby into a child.</p> <p><b>Disciplinary Concept: Change and Continuity</b></p>	<p>My Cop Lane Garden – changes over time Remembrance Day. 11<sup>th</sup> November CBeebies Poppies <a href="https://www.bbc.co.uk/programmes/b04p4zsl">https://www.bbc.co.uk/programmes/b04p4zsl</a></p> <p><b>Disciplinary Concept: Conflict and Peace</b></p>	<p>My Cop Lane Garden – changes over time Observing shoots beginning to grow from bulbs planted</p> <p><b>Disciplinary Concept: Continuity and Change</b></p>	<p>My Cop Lane Garden – changes over time Observing shoots beginning to grow from bulbs planted.</p> <p><b>Disciplinary Concept: Change and Continuity</b></p> <p>Discussing migration using 'Welcome' by Barroux to link with Family History Fortnight.</p> <p><b>Substantive Concept: Exploration and Innovation</b> <b>Disciplinary Concept: Cause</b></p>	<p>My Cop Lane Garden – changes over time</p> <p>Disciplinary Concept: Change and Continuity</p> <p><b>Disciplinary Concepts: Historical Significance / Similarity and Difference</b></p>	<p>My Cop Lane Garden – changes over time How we have changed since starting school. Mae Jemison Little People Big Dreams The Wright Brothers <a href="https://www.youtube.com/watch?v=w1zDmIIGDWk">https://www.youtube.com/watch?v=w1zDmIIGDWk</a></p> <p><b>Disciplinary Concepts: Historical Significance / Similarity and Difference</b></p>
<b>Understanding the World skill development</b>	<ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history.</li> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> <li>• Talk about the lives of people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>					
<b>Potential key vocabulary</b>	changes, family history, baby, child, conflict, peace, grow, bulbs, shoots, migration, explore, cause, important, special, significant					
<b>Local history</b>	My Cop Lane Garden – changes over time		My Cop Lane Garden – changes over time		My Cop Lane Garden – changes over time	
<b>Y1</b>	<p><b>Changes within living memory</b> – Linking with their learning on the impact humans have on the environment, the children investigate how Cop Lane C.E. Primary School has changed since their grandparents were small.</p> <p><b>Substantive concept: Community and Culture</b> <b>Disciplinary concept: Change and Continuity</b></p>		<p><b>Lives of significant individuals</b> – Linking with their geographical learning about exploration, the children research the life of Amelia Earhart and why she is considered a significant individual.</p> <p><b>Substantive concept: Exploration and Innovation</b> <b>Disciplinary concept: Historical Significance</b></p>		<p><b>Significant historical events, people and places in their own locality</b> – As part of their learning about 'Environment in the World', the children find out about the significance of Preston Guild; when/why it originated and why it is still celebrated today.</p> <p><b>Substantive concept: Community and Culture</b> <b>Disciplinary Concept: Similarity and Difference</b></p>	
<b>Key learning and skills</b>	<p><b>Chronology</b></p> <ul style="list-style-type: none"> <li>• To recognise the distinction between past and present</li> <li>• To order and sequence some familiar events and objects</li> <li>• To identify some similarities and differences between ways of life at different times</li> <li>• To use some everyday terms about the passing of time such as 'a long time ago' and 'before'</li> </ul>		<p><b>Chronology</b></p> <ul style="list-style-type: none"> <li>• To recognise the distinction between past and present</li> <li>• To identify some similarities and differences between ways of life at different times</li> <li>• To use some everyday terms about the passing of time such as 'a long time ago' and 'before'</li> </ul>		<p><b>Chronology</b></p> <ul style="list-style-type: none"> <li>• To recognise the distinction between past and present</li> <li>• To identify some similarities and differences between ways of life at different times</li> <li>• To use some everyday terms about the passing of time such as 'a long time ago' and 'before'</li> </ul>	

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	<p><b>Events, people and changes</b></p> <ul style="list-style-type: none"> <li>To retell some events from beyond their living memory which are significant nationally or globally</li> <li>To describe some changes within their living memory (including aspects of national life where appropriate)</li> </ul> <p><b>Interpretation, enquiry and using sources</b></p> <ul style="list-style-type: none"> <li>To make simple observations about different people, events, beliefs and communities</li> <li>To use sources to answer simple questions about the past</li> <li>To identify some of the basic ways in which the past can be represented</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>To use simple historical terms</li> </ul>	<p><b>Events, people and changes</b></p> <ul style="list-style-type: none"> <li>To retell some events from beyond their living memory which are significant nationally or globally</li> </ul> <p><b>Interpretation, enquiry and using sources</b></p> <ul style="list-style-type: none"> <li>To make simple observations about different people, events, beliefs and communities</li> <li>To choose parts of stories and other sources to show what they know about the past</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>To retell simple stories or events from the past</li> <li>To use simple historical terms</li> </ul>	<p><b>Events, people and changes</b></p> <ul style="list-style-type: none"> <li>To retell some events from beyond their living memory which are significant nationally or globally</li> </ul> <p><b>Interpretation, enquiry and using sources</b></p> <ul style="list-style-type: none"> <li>To make simple observations about different people, events, beliefs and communities</li> <li>To use sources to answer simple questions about the past</li> <li>To choose parts of stories and other sources to show what they know about the past</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>To describe special or significant events</li> </ul>
<b>Key vocabulary</b>	local history, settlements, a long time ago, before, past, present, within living memory, beyond living memory, remember, child, children, parent, grandparent	exploration, progress, technology, past, present, a long time ago, before, within living memory, beyond living memory, significant, changes, special	local history, trade, settlements, past, present, a long time ago, before, important, special, significant, change, modern, compare
<b>Local history</b>	My Cop Lane C.E. Primary School		Preston Guild
<b>Y2</b>	<p><b>Events beyond living memory that are significant nationally or globally</b> – The children investigate why the Great Fire of London was a significant event, and what the legacy of this event was.</p> <p><b>Substantive Concepts: Community and Culture / Power and Oppression</b></p> <p><b>Disciplinary Concept: Cause and Consequence</b></p> <p><b>Lives of significant individuals</b> – The children learn about Guy Fawkes and the gunpowder plot.</p> <p><b>Substantive Concept: Power and Oppression</b></p> <p><b>Disciplinary Concepts: Sources, Evidence and Interpretation / Historical Significance</b></p>	<p><b>Lives of significant individuals</b> - Sarah Forbes Bonetta – The children recap the idea of significance, and are introduced to how this might change over time. As part of their learning during Family History Fortnight, the children also learn about migration throughout Sarah's life. What was the cause of her migration? Did she choose to migrate?</p> <p><b>Substantive Concepts: Exploration and Innovation / Power and Oppression</b></p> <p><b>Disciplinary Concept: Historical Significance</b></p>	<p><b>Significant historical events, people and places in their own locality</b> – Seaside holidays and the Victorians. The children compare how seaside holidays and locations are similar and different now and in the Victorian period. Visit to Fleetwood Museum.</p> <p><b>Substantive Concept: Community and Culture</b></p> <p><b>Disciplinary Concept: Similarity and Difference</b></p>
<b>Key learning and skills</b>	<p><b>Chronology</b></p> <ul style="list-style-type: none"> <li>To order and sequence events and objects</li> <li>To recognise that their own lives are similar and/or different from the lives of people in the past</li> <li>To use common words and phrases concerned with the passing of time</li> </ul> <p><b>Events, people and changes</b></p> <ul style="list-style-type: none"> <li>To retell some events from beyond their living memory which are significant nationally or globally</li> </ul> <p><b>Interpretation, enquiry and using sources</b></p> <ul style="list-style-type: none"> <li>To ask and answer simple questions about the past through observing and handling a range of sources</li> <li>To recognise some basic reasons why people in the past acted as they did</li> </ul>	<p><b>Chronology</b></p> <ul style="list-style-type: none"> <li>To order and sequence events and objects</li> <li>To recognise that their own lives are similar and/or different from the lives of people in the past</li> <li>To use common words and phrases concerned with the passing of time</li> </ul> <p><b>Events, people and changes</b></p> <ul style="list-style-type: none"> <li>To demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements</li> </ul> <p><b>Interpretation, enquiry and using sources</b></p> <ul style="list-style-type: none"> <li>To ask and answer simple questions about the past through observing and handling a range of sources</li> <li>To consider why things may change over time</li> </ul>	<p><b>Chronology</b></p> <ul style="list-style-type: none"> <li>To recognise that their own lives are similar and/or different from the lives of people in the past</li> <li>To use common words and phrases concerned with the passing of time</li> </ul> <p><b>Events, people and changes</b></p> <ul style="list-style-type: none"> <li>To develop awareness of significant historical events, people and places in their own locality</li> </ul> <p><b>Interpretation, enquiry and using sources</b></p> <ul style="list-style-type: none"> <li>To ask and answer simple questions about the past through observing and handling a range of sources</li> <li>To consider why things may change over time</li> </ul>

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	<ul style="list-style-type: none"> <li>To choose parts of stories and other sources to show what they know about significant people and events</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>To talk about what/who was significant in simple historical accounts</li> <li>To demonstrate simple historical concepts and events through role-play, drawing and writing</li> <li>To use a variety of simple historical terms and concepts</li> </ul>	<ul style="list-style-type: none"> <li>To recognise some basic reasons why people in the past acted as they did</li> <li>To choose parts of stories and other sources to show what they know about significant people and events</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>To talk about what/who was significant in simple historical accounts</li> <li>To demonstrate simple historical concepts and events through role-play, drawing and writing</li> <li>To use a variety of simple historical terms and concepts</li> </ul>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>To demonstrate simple historical concepts and events through role-play, drawing and writing</li> <li>To use a variety of simple historical terms and concepts</li> </ul>
<b>Key vocabulary</b>	<p>Great Fire of London, Pudding Lane, monarchy, King Charles II, legacy, settlements, monarchy, poverty, past, present, within living memory, beyond living memory, x years ago, timeline, order, changes, historical interpretation</p> <p>Guy Fawkes, gunpowder plot, bonfire night, conspirators, parliament, religion, beliefs, Catholics, Protestants, monarchy, parliament, power, oppression, sources, significant</p>	<p>Now/then, same/different, Sarah Forbes-Bonetta, princess, Africa, tribe, slave, slavery, Captain Forbes, Queen Victoria, Victorian era, Christian, significant individual, monarchy, migration, trade, order, change</p>	<p>before, after, long time ago, past, present, local history, settlements, economy, changes, monarch, Victorian era, Britain, local, national, artefact, museum, compare</p>
<b>Local history</b>	<p>'The Great Flood' of Preston – compare with GFoL  <b>My Cop Lane</b> - Local houses – are there still Tudor/Stuart style houses in our local area?</p>	<p>How has farming developed in our local area?</p>	<p>How have local seaside resorts developed over time?          Fleetwood and Blackpool</p>
<b>Y3</b>	<p><b>The Roman Empire and its impact on Britain</b> – The children learn about the Romanisation of Britain and impact of technology, culture and beliefs. Link with local history – Roman roads through Cuerden.</p> <p><b>Substantive Concepts: Community and Culture / Conflict and Peace</b></p> <p><b>Disciplinary Concepts: Historical Significance / Sources and Evidence</b></p>	<p><b>A local history study</b> – Focus on counties and regions. The children learn to compare and contrast periods of time and places.</p> <p><b>Substantive Concept: Community and Culture</b></p> <p><b>Disciplinary Concept: Change and Continuity</b></p>	<p><b>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b> – The children use a range of sources to research the Vikings and their invasion of England.</p> <p><b>Substantive Concepts: Conflict and Peace / Community and Culture</b></p> <p><b>Disciplinary Concept: Sources, Evidence and Interpretations</b></p>
<b>Key learning and skills</b>	<p><b>Chronology</b></p> <ul style="list-style-type: none"> <li>To use some dates and historical terms when ordering events and objects</li> <li>To demonstrate awareness that the past can be divided into different periods of time</li> <li>To explore trends and changes over time</li> </ul> <p><b>Events, people and changes</b></p> <ul style="list-style-type: none"> <li>To describe some aspects of the Roman Empire and recognise its impact on Britain</li> <li>To demonstrate knowledge of aspects of history significant in their locality</li> </ul> <p><b>Interpretation, enquiry and using sources</b></p> <ul style="list-style-type: none"> <li>To use sources to address historically valid questions</li> <li>To recognise that our knowledge of the past is constructed from different sources of evidence</li> <li>To recognise that different versions of past events may exist</li> </ul>	<p><b>Chronology</b></p> <ul style="list-style-type: none"> <li>To use some dates and historical terms when ordering events and objects</li> <li>To demonstrate awareness that the past can be divided into different periods of time</li> <li>To explore trends and changes over time</li> </ul> <p><b>Events, people and changes</b></p> <ul style="list-style-type: none"> <li>To demonstrate knowledge of aspects of history significant in their locality</li> </ul> <p><b>Interpretation, enquiry and using sources</b></p> <ul style="list-style-type: none"> <li>To use sources to address historically valid questions</li> <li>To recognise that our knowledge of the past is constructed from different sources of evidence</li> <li>To recognise that different versions of past events may exist</li> <li>To describe some of the ways the past can be represented</li> </ul>	<p><b>Chronology</b></p> <ul style="list-style-type: none"> <li>To use some dates and historical terms when ordering events and objects</li> <li>To demonstrate awareness that the past can be divided into different periods of time</li> <li>To explore trends and changes over time</li> </ul> <p><b>Events, people and changes</b></p> <ul style="list-style-type: none"> <li>To describe aspects of the Viking and Anglo-Saxon struggle for the Kingdom of England in the time of Edward the Confessor</li> </ul> <p><b>Interpretation, enquiry and using sources</b></p> <ul style="list-style-type: none"> <li>To use sources to address historically valid questions</li> <li>To recognise that our knowledge of the past is constructed from different sources of evidence</li> <li>To recognise that different versions of past events may exist</li> </ul>

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	<ul style="list-style-type: none"> <li>To describe some of the ways the past can be represented</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>To discuss some historical events, issues, connections and changes</li> <li>To select and organise historical information to present in a range of ways</li> <li>To use relevant historical terms and vocabulary linked to chronology</li> </ul>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>To discuss some historical events, issues, connections and changes</li> <li>To select and organise historical information to present in a range of ways</li> <li>To use relevant historical terms and vocabulary linked to chronology</li> </ul>	<ul style="list-style-type: none"> <li>To describe some of the ways the past can be represented</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>To discuss some historical events, issues, connections and changes</li> <li>To select and organise historical information to present in a range of ways</li> <li>To use relevant historical terms and vocabulary linked to chronology</li> </ul>
<b>Key vocabulary</b>	Roman Empire, Britain, impact, Colosseum, amphitheatre, mosaic, centurion, architecture, gladiator, warrior, invade, trade, travel, resistance, laws, justice, coastal, combat, community, culture, conflict, peace, sources, evidence, economy, settlement, religion	local history, civilisation, food and farming, migration, family history, counties, regions, community, culture, change, continuity	trade, invasion, food and farming, settlement, Scandinavia, Sweden, Norway, Denmark, myths, Norse, invade, settle, travel, resistance, laws, justice, coastal, combat, raid, king, chieftain, shield, Jorvik, freeman, runes, community, culture, sources, evidence, interpretations
<b>Local history</b>	<p><b>My Roman Road</b></p> <p>Cuerden Valley Roman Road Remains</p>		
<b>Y4</b>	<p><b>A non-European society that provides contrasts with British history</b> – The children study Benin (West Africa) c. AD 900-1300 and why it is so significant in world history. <i>*The choice of non-European society is flexible, depending on the heritage of the children in the class.</i></p> <p><b>Substantive Concepts: Community and Culture / Power and Oppression</b></p> <p><b>Disciplinary Concept: Historical Significance</b></p>	<p><b>Britain's settlement by Anglo-Saxons and Scots</b> – The children learn about Anglo-Saxon invasions, settlements and kingdoms. They learn how the past is constructed from a range of sources. The children take an educational visit to Lancaster Castle and make comparisons with Anglo-Saxon fortifications.</p> <p><b>Substantive Concepts: Community and Culture / Conflict and Peace</b></p> <p><b>Disciplinary Concepts: Sources, Evidence and Interpretation / Historical Significance</b></p>	<p><b>A study of the achievements of the earliest civilizations - <u>An overview</u> of where and when the first civilizations appeared and a <u>depth study</u> of Ancient Egypt.</b> Understanding the connections between cultural, economic, political and religious aspects of life in Ancient Egypt.</p> <p><b>Substantive Concept: Community and Culture</b></p> <p><b>Disciplinary Concept: Similarity and Difference</b></p>
<b>Key learning and skills</b>	<p><b>Chronology</b></p> <ul style="list-style-type: none"> <li>To use dates and historical terms when ordering events and objects</li> <li>To identify where people and events fit into a chronological framework</li> <li>To explore links and contrasts within and across different periods of time</li> </ul> <p><b>Events, people and changes</b></p> <ul style="list-style-type: none"> <li>To describe key aspects of a non-European society such as Benin (West Africa)</li> </ul> <p><b>Interpretation, enquiry and using sources</b></p> <ul style="list-style-type: none"> <li>To use sources to address historically valid questions and hypotheses</li> <li>To recognise how sources of evidence are used to make historical claims</li> <li>To recognise why some events happened and what happened as a result</li> <li>To identify historically significant people and events in different situations</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>To discuss significant aspects of, and connections between, different historical events</li> </ul>	<p><b>Chronology</b></p> <ul style="list-style-type: none"> <li>To use dates and historical terms when ordering events and objects</li> <li>To identify where people and events fit into a chronological framework</li> <li>To explore links and contrasts within and across different periods of time</li> </ul> <p><b>Events, people and changes</b></p> <ul style="list-style-type: none"> <li>To describe some aspects of Britain's settlement by Anglo-Saxons and Scots</li> <li>To demonstrate knowledge of aspects of history significant in their locality</li> </ul> <p><b>Interpretation, enquiry and using sources</b></p> <ul style="list-style-type: none"> <li>To use sources to address historically valid questions and hypotheses</li> <li>To recognise how sources of evidence are used to make historical claims</li> <li>To recognise why some events happened and what happened as a result</li> <li>To identify historically significant people and events in different situations</li> </ul>	<p><b>Chronology</b></p> <ul style="list-style-type: none"> <li>To use dates and historical terms when ordering events and objects</li> <li>To identify where people and events fit into a chronological framework</li> <li>To explore links and contrasts within and across different periods of time</li> </ul> <p><b>Events, people and changes</b></p> <ul style="list-style-type: none"> <li>To describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared</li> <li>To demonstrate more in-depth knowledge of one specific civilisation e.g. Ancient Egypt</li> </ul> <p><b>Interpretation, enquiry and using sources</b></p> <ul style="list-style-type: none"> <li>To use sources to address historically valid questions and hypotheses</li> <li>To recognise how sources of evidence are used to make historical claims</li> <li>To recognise why some events happened and what happened as a result</li> </ul>



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<b>Key vocabulary</b>	West Africa, Kingdoms, Benin City, Nigeria, Igodomigodo, Oba, Ogiso, Benin Bronzes, traders, ivory, slavery, mud bricks, defence, colonisation, community, culture, power, oppression, civilisation, trade, empire, historical significance	Anglo-Saxons, Jutes, Denmark, Germany, Netherlands, Kingdoms, Mercia, Northumbria, East Anglia, Essex, Sussex, Kent, Denmark, Sutton Hoo, Offa's Dyke, runes, lyre, thatched, settlement, tunics, craftsmen, defence, Hastings, retreat, occupy, fortification, defence, motte and bailey, portcullis, ramparts, turret, drawbridge, keep, barbican, banquet, parapets, moat, chambers, battlement, medieval, invasion, stone cross, religion, Paganism, Christianity, craft, symbols	Pharaoh, mummification, pyramids, step pyramid, hieroglyphics, sarcophagus, Canopic jars, River Nile, papyrus, mattock, shaduf, sickle, Egyptologist, cartouche, community, culture, similarity. Difference, settlements, religion, beliefs, civilisation.
<b>Local history</b>		<b>My Lancashire</b> – Anglo-Saxon links to Lancashire	
<b>Y5</b>	<p><b>A local history study</b> – The children study Preston Docks, and discover why the site is significant in the locality. The children research rats and discover the importance of historical sources, evidence and interpretation.</p> <p><b>Houghton Hodson Significant Individual</b></p> <p><b>Substantive Concept: Community and Culture</b></p> <p><b>Disciplinary Concept: Sources, Evidence and Interpretation</b></p>	<p><b>Ancient Greece</b> – The children study Greek life and achievements and their influence on the western world.</p> <p><b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</b> – The children research the legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day.</p> <p><b>Substantive Concepts: Community and Culture / Power and Oppression</b></p> <p><b>Disciplinary Concepts: Cause and Consequence / Sources, Evidence and Interpretation</b></p>	<p><b>A non-European society that provides contrasts with British history</b> – The children study the Maya civilisation c. AD 900 and why it is so significant in world history. The children research and describe aspects of cultural, economic, military, political, religious and social history. The children make connections to other civilisations studied, e.g. Egyptian and Mayan hieroglyphs.</p> <p><b>Substantive concepts: Community and Culture / Exploration and Innovation</b></p> <p><b>Disciplinary concept: Similarities and Differences</b></p>
<b>Key learning and skills</b>	<p><b>Chronology</b></p> <ul style="list-style-type: none"> <li>To use dates and appropriate historical terms to sequence events and periods of time</li> <li>To identify where people, places and periods of time fit into a chronological framework</li> <li>To describe links and contrasts within and across different periods of time including short-term and long-term time scales</li> </ul> <p><b>Events, people and changes</b></p> <ul style="list-style-type: none"> <li>To demonstrate knowledge of aspects of history significant in their locality</li> </ul> <p><b>Interpretation, enquiry and using sources</b></p> <ul style="list-style-type: none"> <li>To use a wider range of sources as a basis for research to answer questions and to test hypotheses</li> <li>To recognise how our knowledge of the past is constructed from a range of sources</li> <li>To evaluate sources and make simple inferences</li> <li>To choose relevant sources of evidence to support particular lines of enquiry</li> </ul>	<p><b>Chronology</b></p> <ul style="list-style-type: none"> <li>To use dates and appropriate historical terms to sequence events and periods of time</li> <li>To identify where people, places and periods of time fit into a chronological framework</li> <li>To describe links and contrasts within and across different periods of time including short-term and long-term time scales</li> </ul> <p><b>Events, people and changes</b></p> <ul style="list-style-type: none"> <li>To demonstrate knowledge of Ancient Greece including Greek Life and achievements and their influence on the western world</li> <li>To demonstrate knowledge of an aspect or theme in British History that extends their chronological knowledge beyond 1066</li> </ul> <p><b>Interpretation, enquiry and using sources</b></p> <ul style="list-style-type: none"> <li>To use a wider range of sources as a basis for research to answer questions and to test hypotheses</li> </ul>	<p><b>Chronology</b></p> <ul style="list-style-type: none"> <li>To use dates and appropriate historical terms to sequence events and periods of time</li> <li>To identify where people, places and periods of time fit into a chronological framework</li> <li>To describe links and contrasts within and across different periods of time including short-term and long-term time scales</li> </ul> <p><b>Events, people and changes</b></p> <ul style="list-style-type: none"> <li>To describe key aspects of a non-European society such as the Maya civilisation</li> </ul> <p><b>Interpretation, enquiry and using sources</b></p> <ul style="list-style-type: none"> <li>To use a wider range of sources as a basis for research to answer questions and to test hypotheses</li> <li>To recognise how our knowledge of the past is constructed from a range of sources</li> <li>To evaluate sources and make simple inferences</li> </ul>

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	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>To discuss and debate historical issues</li> <li>To use appropriate vocabulary when discussing and describing historical events</li> <li>To construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms</li> <li>To choose relevant ways to communicate historical findings</li> </ul>	<ul style="list-style-type: none"> <li>To recognise how our knowledge of the past is constructed from a range of sources</li> <li>To evaluate sources and make simple inferences</li> <li>To choose relevant sources of evidence to support particular lines of enquiry</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>To discuss and debate historical issues</li> <li>To use appropriate vocabulary when discussing and describing historical events</li> <li>To construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms</li> <li>To choose relevant ways to communicate historical findings</li> </ul>	<ul style="list-style-type: none"> <li>To choose relevant sources of evidence to support particular lines of enquiry</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>To discuss and debate historical issues</li> <li>To use appropriate vocabulary when discussing and describing historical events</li> <li>To construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms</li> <li>To choose relevant ways to communicate historical findings</li> </ul>
<p><b>Key vocabulary</b></p>	<p>local history, settlements, trade, community, culture, historians, archaeological, archaeologist, Preston Docks, Preston Docks River Ribble, change, centuries, aurochs, radiocarbon dating, forensic anthropology, carbon dated, time periods, Neolithic, Bronze Age, Iron Age, Anglo-Saxon, Roman, AD, BC, sources, evidence, interpretation, disciplinary knowledge</p>	<p>monarchy, oligarchy, democracy, city state, civilisation, culture, law, justice, Athens/ Athenian, Sparta/ Spartan, polytheistic religion, Olympians, parliament, religion, beliefs, cause, consequence, legacy, art, architecture, literature, migration, Aristotle, Lysias and Pericles</p>	<p>Popol Vuh, Pok-a-Tok, hieroglyphs, codex/ codices, Haab, Tzolkin, bloodletting, Mayan gods: Itzamna, Chaak, Ixcacao, K'inich, Kimi, religion, beliefs, civilisation, legacy, progress, similarities, differences</p>
<p><b>Local history</b></p>	<p><b>My Preston Docks</b> Interpretation Disciplinary knowledge</p>		
<p><b>Y6</b></p>	<p><b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 / A local history study – WW2.</b> The children study WW2 as a significant turning point in British and World history. They learn to recognise why people did things, why events happened and what happened as a result. Link to local history - Preston and surrounding Lancashire area / Windermere.</p> <p><b>Substantive Concepts: Community and Culture / Conflict and Peace</b></p> <p><b>Disciplinary Concept: Sources and Evidence / Similarity and Difference</b></p>	<p><b>WW2 Study continued</b> Family History Fortnight - Text link: Survivors by David Long</p>	<p><b>Changes in Britain from the Stone Age to the Iron Age –</b> The children compare and contrast periods of time including:</p> <ul style="list-style-type: none"> <li>late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</li> <li>Bronze Age religion, technology and travel, for example, Stonehenge</li> <li>Iron Age hill forts: tribal kingdoms, farming, art and culture</li> </ul> <p><b>Substantive Concept: Community and Culture</b> <b>Disciplinary Concepts: Sources and Evidence / Change and Continuity</b></p>
<p><b>Key learning and skills</b></p>	<p><b>Chronology</b></p> <ul style="list-style-type: none"> <li>To use dates and a wide range of historical terms when sequencing events and periods of time</li> <li>To develop chronologically secure knowledge of the events and periods of time studied</li> <li>To analyse links and contrasts within and across different periods of time including short-term and long-term time scales</li> </ul> <p><b>Events, people and changes</b></p>	<p><b>Chronology</b></p> <ul style="list-style-type: none"> <li>To use dates and a wide range of historical terms when sequencing events and periods of time</li> <li>To develop chronologically secure knowledge of the events and periods of time studied</li> <li>To analyse links and contrasts within and across different periods of time including short-term and long-term time scales</li> </ul> <p><b>Events, people and changes</b></p>	<p><b>Chronology</b></p> <ul style="list-style-type: none"> <li>To use dates and a wide range of historical terms when sequencing events and periods of time</li> <li>To develop chronologically secure knowledge of the events and periods of time studied</li> <li>To analyse links and contrasts within and across different periods of time including short-term and long-term time scales</li> </ul> <p><b>Events, people and changes</b></p>

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	<ul style="list-style-type: none"> <li>To demonstrate knowledge of an aspect or theme in British History that extends their chronological knowledge beyond 1066</li> <li>To demonstrate knowledge of aspects of history significant in their locality</li> </ul> <p><b><u>Interpretation, enquiry and using sources</u></b></p> <ul style="list-style-type: none"> <li>To regularly address and sometimes devise historically valid questions and hypotheses</li> <li>To give some reasons for contrasting arguments and interpretations of the past</li> <li>To describe the impact of historical events and changes</li> <li>To recognise that some events, people and changes are judged as more significant than others</li> </ul> <p><b><u>Communication</u></b></p> <ul style="list-style-type: none"> <li>To acknowledge contrasting evidence and opinions when discussing and debating historical issues</li> <li>To use appropriate vocabulary when discussing, describing and explaining historical events</li> <li>To construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms</li> <li>To choose the most appropriate way of communicating different historical findings</li> </ul>	<ul style="list-style-type: none"> <li>To demonstrate knowledge of an aspect or theme in British History that extends their chronological knowledge beyond 1066</li> <li>To demonstrate knowledge of aspects of history significant in their locality</li> </ul> <p><b><u>Interpretation, enquiry and using sources</u></b></p> <ul style="list-style-type: none"> <li>To regularly address and sometimes devise historically valid questions and hypotheses</li> <li>To give some reasons for contrasting arguments and interpretations of the past</li> <li>To describe the impact of historical events and changes</li> <li>To recognise that some events, people and changes are judged as more significant than others</li> </ul> <p><b><u>Communication</u></b></p> <ul style="list-style-type: none"> <li>To acknowledge contrasting evidence and opinions when discussing and debating historical issues</li> <li>To use appropriate vocabulary when discussing, describing and explaining historical events</li> <li>To construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms</li> <li>To choose the most appropriate way of communicating different historical findings</li> </ul>	<ul style="list-style-type: none"> <li>To describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age</li> </ul> <p><b><u>Interpretation, enquiry and using sources</u></b></p> <ul style="list-style-type: none"> <li>To regularly address and sometimes devise historically valid questions and hypotheses</li> <li>To give some reasons for contrasting arguments and interpretations of the past</li> <li>To describe the impact of historical events and changes</li> <li>To recognise that some events, people and changes are judged as more significant than others</li> </ul> <p><b><u>Communication</u></b></p> <ul style="list-style-type: none"> <li>To acknowledge contrasting evidence and opinions when discussing and debating historical issues</li> <li>To use appropriate vocabulary when discussing, describing and explaining historical events</li> <li>To construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms</li> <li>To choose the most appropriate way of communicating different historical findings</li> </ul>
<p><b>Key vocabulary</b></p>	<p>allied and axis powers, blitzkrieg/ Blitz, evacuation, billet/ billeting, Holocaust, ration, Anderson shelter, Lilian Bader, Noor Inayat Khan, local history, migration, invasion, war, sources, evidence, similarities, differences</p>	<p>allied and axis powers, blitzkrieg/ Blitz, evacuation, billet/ billeting, Holocaust, ration, Anderson shelter, Lilian Bader, Noor Inayat Khan, local history, migration, invasion, war, sources, evidence, similarities, differences</p>	<p>prehistory, Stone Age, Bronze Age, Iron Age, archaeologists, artefact, Skara Brae, Palaeolithic, Mesolithic and Neolithic periods. hunter gathers, agriculture, livestock, permanent settlements, Stonehenge, monuments, reared animals, cairns, stone circles, farmsteads, hillforts, community, culture, religion, beliefs, food and farming, trade, legacy, sources, evidence, change, continuity</p>
<p><b>Local history</b></p>	<p><b>My North West (linked to evacuation)</b>                  Second World War/WW2                  Preston and surrounding Lancashire area.                  Were children evacuated to Lancashire during WW2?                  What was life like for children in Lancashire during WW2?                  Windermere                  Link text: After the War by Tom Palmer (inspired by the true story of the Windermere Boys)                  The Holocaust                  What impact did Windermere have on 'The Windermere Boys'?                  (Link to Geography fieldwork and residential)</p>		