

Cop Lane C of E Primary School – History Overview 2025-2026

	Autumn Term - Curriculum Focus		Spring Term - Curriculum Focus		Summer Term - Curriculum Focus	
	Black History month October 2025					
EYFS	- My Cop Lane Garden – changes over time - Growing and changing – growing from a baby into a child – Peepo illustration discussion of historical change over time. Disciplinary Concept: Change and Continuity	- My Cop Lane Garden – changes over time - Remembrance Day. 11th November CBeebies Poppies https://www.bbc.co.uk/programmes/b04p4zsl Disciplinary Concept: Conflict and Peace	- My Cop Lane Garden – changes over time - Observing shoots beginning to grow from bulbs planted Disciplinary Concept: Continuity and Change	- My Cop Lane Garden – changes over time - Observing shoots beginning to grow from bulbs planted. - Historical change over time observed in traditional and fairy tale illustrations Disciplinary Concept: Change and Continuity Substantive Concept: Exploration and Innovation Disciplinary Concept: Cause	My Cop Lane Garden – changes over time Disciplinary Concept: Change and Continuity Disciplinary Concepts: Historical Significance / Similarity and Difference	- My Cop Lane Garden – changes over time - How we have changed since starting school. - The Wright Brothers https://www.youtube.com/watch?v=w1zDmIJGDWk - Change in aeroplanes and flight over time. Disciplinary Concepts: Historical Significance / Similarity and Difference
Understanding the World skill development	- Begin to make sense of their own life-story and family's history. - Comment on images of familiar situations in the past. - Compare and contrast characters from stories, including figures from the past. - Talk about the lives of people around them and their roles in society. - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. - Understand the past through settings, characters and events encountered in books read in class and storytelling.					
Potential key vocabulary	changes, family history, baby, child, conflict, peace, grow, bulbs, shoots, migration, explore, cause, important, special, significant					
Local history	My Cop Lane Garden – changes over time		My Cop Lane Garden – changes over time		My Cop Lane Garden – changes over time	
Y1	Changes to our School <u>How has Cop Lane changed since my grandparents were at school?</u> Substantive Concept - Childhood Disciplinary Concept – Change and Continuity		Exploration <u>Why was Amelia Earhart a significant individual?</u> Substantive Concept – Inventions Disciplinary Concept – Cause and Consequence		Local History Study <u>Why is Preston Guild still celebrated today?</u> Substantive Concept – Local Study Disciplinary Concept – Historical Sources	

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Key learning and skills	<u>Events People and Changes</u> - Changes within living memory - Significant historical events, people and places in the pupils' own locality <u>Enquiry, Interpretation and Using Sources</u> - Ask and answer questions about the past through observing, handling and using a range of sources such as objects, pictures, stories, plays, songs, film clips, buildings, museum displays and people talking about their past - Consider why things may change over time - Identify some of the basic ways the past can be represented e.g. through pictures <u>Chronology</u> - Recognise the distinction between past and present. - Recognise that their own lives are similar/different from the lives of people in the past - Identify some similarities and differences between ways of life at different times. <u>Communication</u> - Use historical concepts such as now/then and same/different when making simple connections and noting contrasts - Retell simple stories about people and events from the past	<u>Events People and Changes</u> - The lives of significant individuals in the past who have contributed to national and international achievements. <u>Enquiry, Interpretation and Using Sources</u> - Recognise some of the reasons why people in the past acted as they did. Ask questions e.g. what was different..?’ <u>Chronology</u> - Place a few events or objects in order using common phrases to show the passing of time (old, new/young, days, months and years). <u>Communication</u> - Use a variety of historical terms such as invention, discovery, explorer, king/queen, history, long ago etc. - Talk about who/what was significant/important in a simple historical account	<u>Events People and Changes</u> - Significant historical events, people and places in the pupils' own locality <u>Enquiry, Interpretation and Using Sources</u> - Make simple observations about different people, events, beliefs and communities - Use sources to answer simple questions about the past e.g. which object is older? How do we know? - Identify some of the basic ways the past can be represented e.g. through pictures <u>Chronology</u> - Use common words and phrases relating to the passing of time such as before, after, yesterday, past, last year, a long time ago <u>Communication</u> - Use historical concepts such as now/then and same/different when making simple connections and noting contrasts - Describe special or significant events in their own lives - Demonstrate simple historical concepts and events through speaking, role-play, and picture stories
Key vocabulary	past, present, old, new, then, now, change, same, different, long ago, timeline, memory, childhood, school life, playground, uniform, teacher, lessons	past, present, before, after, now, explorer, pilot, brave, flight, aeroplane, journey, record, achievement, maps, significant, history, timeline, event, memory	past, present, now, before, after, celebration, Guild, Preston, parade, tradition, festival, costume, music, community, history, local, special, long ago, remember, change, same
Local history link	My Cop Lane C.E. Primary School		Preston Guild
Y2	<u>The Great Fire of London</u> <u>Why was the great fire of London such a significant event?</u> <u>Substantive Concept – Leadership</u> <u>Disciplinary Concept – Consequence</u>	<u>British History</u> <u>What impact did Mary Seacole have on British history?</u> <u>Substantive Concept – Justice and Equality</u> <u>Disciplinary Concept – Change and continuity</u>	<u>Toys</u> <u>How have toys changed since the past?</u> <u>Substantive Concept – Childhood</u> <u>Disciplinary Concept – Change and Continuity</u>

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Key learning and skills	<u>Events People and Changes</u> - Events beyond living memory which are significant nationally or globally. - Significant historical events, people and places in the pupils' own locality <u>Enquiry, Interpretation and Using Sources</u> - Choose parts of stories and other sources to show what they know about significant people and events - Make simple observations about different people, events, beliefs and communities - Recognise some of the reasons why people in the past acted as they did. Ask questions e.g. what was different..?’ <u>Chronology</u> - Place a few events or objects in order using common phrases to show the passing of time (old, new/young, days, months and years). - Identify some similarities and differences between ways of life at different times. - Use common words and phrases relating to the passing of time such as before, after, yesterday, past, last year, a long time ago <u>Communication</u> - Use a variety of historical terms such as invention, discovery, explorer, king/queen, history, long ago etc. - Demonstrate simple historical concepts and events through speaking, role-play, and picture stories - Retell simple stories about people and events from the past	<u>Events People and Changes</u> - Significant historical events, people and places in the pupils' own locality <u>Enquiry, Interpretation and Using Sources</u> - Use sources to answer simple questions about the past e.g. which object is older? How do we know? - Ask and answer questions about the past through observing, handling and using a range of sources such as objects, pictures, stories, plays, songs, film clips, buildings, museum displays and people talking about their past - Recognise some of the reasons why people in the past acted as they did. Ask questions e.g. what was different..?’ <u>Chronology</u> - Recognise that their own lives are similar/different from the lives of people in the past - Use common words and phrases relating to the passing of time such as before, after, yesterday, past, last year, a long time ago <u>Communication</u> - Talk about who/what was significant/important in a simple historical account - Retell simple stories about people and events from the past	<u>Events People and Changes</u> - Events beyond living memory which are significant nationally or globally. - Changes within living memory <u>Enquiry, Interpretation and Using Sources</u> - Use sources to answer simple questions about the past e.g. which object is older? How do we know? - Ask and answer questions about the past through observing, handling and using a range of sources such as objects, pictures, stories, plays, songs, film clips, buildings, museum displays and people talking about their past - Consider why things may change over time <u>Chronology</u> - Recognise the distinction between past and present. - Place a few events or objects in order using common phrases to show the passing of time (old, new/young, days, months and years). - Recognise that their own lives are similar/different from the lives of people in the past <u>Communication</u> - Use historical concepts such as now/then and same/different when making simple connections and noting contrasts - Talk about who/what was significant/important in a simple historical account
Key vocabulary	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 Guy Fawkes, gunpowder plot, bonfire night, conspirators, parliament, religion, beliefs, Catholics, Protestants, monarchy, parliament, power, oppression, sources, significant	Jamaica, nurse, medicine, travel, 1805, biography, past, Crimean War, British Hotel, soldiers, medicine, front line, healing, comparison, similarities, differences, significant	past, present, old, new, change, same, different, toy, wooden, plastic, metal, handmade, battery, electronic, game, doll, teddy, spinning top, yo-yo, marbles, timeline, long ago, modern, artefact, museum, memory
Local history	‘The Great Flood’ of Preston – compare with GFoL My Cop Lane - Local houses – are there still Tudor/Stuart style houses in our local area?		How have local seaside resorts developed over time? Fleetwood and Blackpool

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Y3	<u>Romans</u> Why did Boudicca rebel against the Romans, and was she a hero or a villain? <u>Substantive Concept – Leadership</u> <u>Disciplinary Concept – Historical Enquiry and Interpretation</u>	<u>British History</u> How did people like Queen Elizabeth I and Florence Nightingale change Britain? <u>Substantive Concept – Leadership</u> <u>Disciplinary Concept – Cause and Consequence</u>	<u>Vikings</u> Are all Viking's vicious? <u>Substantive Concept – Inventions</u> <u>Disciplinary Concept – Historical Sources</u>
Key learning and skills	<u>Events People and Changes</u> - The Roman Empire and its impact on Britain <u>Enquiry, Interpretation and Using Sources</u> - Use sources to address historically valid questions and hypotheses about change, cause, similarity and difference, and significance. Ask questions e.g. 'How did...?' 'Why were...?' 'What was important...?' - Recognise that our knowledge of the past is constructed from primary and secondary sources of evidence. <u>Chronology</u> - Place events into different periods using the appropriate historical terminology e.g. decade, century, ancient, Roman, Egyptian, BC, AD, CE, BCE etc. - Identify where people and events fit into a chronological framework by noting connections, trends and contrasts over time. <u>Communication</u> - Communicate historical findings through a range of methods including the use of ICT, maps and timelines. ♣Produce own accounts that make some connections and describe some contrasts.	<u>Events People and Changes</u> - A study or theme in British History that extends pupils' chronological knowledge beyond 1066 (The Great Plague) <u>Enquiry, Interpretation and Using Sources</u> - Recognise why some events happened and what happened as a result. Ask questions such as, 'Why did...?' 'What were the effects...?' - Identify historically significant people and events in different situations. <u>Chronology</u> - Identify where people and events fit into a chronological framework by noting connections, trends and contrasts over time. - Explore main events, situations, changes and links within (and across) different periods e.g. differences/similarities between clothes, food, buildings or transport. <u>Communication</u> - Discuss some of the connections between local, regional, national and international history. - Talk and write about historical events and changes by selecting and organising historical information and dates. - Discuss historical issues and changes.	<u>Events People and Changes</u> - The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor - <u>Enquiry, Interpretation and Using Sources</u> - Use sources to address historically valid questions and hypotheses about change, cause, similarity and difference, and significance. Ask questions e.g. 'How did...?' 'Why were...?' 'What was important...?' - Recognise that our knowledge of the past is constructed from primary and secondary sources of evidence. - Recognise that different versions of past events may exist. <u>Chronology</u> - Recognise historical events as a coherent, chronological narrative from the earliest times to the present day. - <u>Communication</u> - Describe significant aspects of ancient history, local history, characteristics of societies, and achievements of mankind. - Use relevant and appropriate historical terms such as settlement, invasion, primary/secondary evidence, civilization, empire etc
Key vocabulary	Empire, Invasion, Conquer, Legion, Centurion, Britons, Iceni, Boudicca,. Emperor Nero, Tacitus, Cassius Dio, chronology, timeline, evidence	Monarch, reign, queen, rule, Nurse, hospital, reform, disease, Timeline, century, past, Significant, impact, influence, legacy, Compare, contrast, change, continuity, Source, evidence, fact, opinion	Viking, Norse, longship, raid, invade, monastery, Lindisfarne, settlement, Danelaw, saga, chieftain, rune, helmet, shield, era, source, evidence, interpretation, impact, consequence, invasion, settler
Local history	Roman Villages and Towns in the North West		

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Y4	<u>Fighting for Freedom</u> How did Martin Luther King Jr. and Nelson Mandela help to change unfair rules for children in their countries? Substantive Concept - Childhood Disciplinary Concept – Consequence	<u>Anglo Saxons</u> How did the Anglo Saxons deal with crime and can we still see their ideas today? Substantive Concept – Justice and Equality Disciplinary Concept – Historical Enquiry and Interpretation	<u>Ancient Egypt</u> What did the Ancient Egyptians invent, and how have their ideas shaped the way we live today? Substantive Concept – Inventions Disciplinary Concept – Historical Sources and Evidence
Key learning and skills	<u>Events People and Changes</u> - The lives of significant individuals in the past who have contributed to national and international achievements. <u>Enquiry, Interpretation and Using Sources</u> - Use sources to address historically valid questions and hypotheses about change, cause, similarity and difference, and significance. Ask questions e.g. ‘How did...?’ ‘Why were...?’ ‘What was important...?’ - Recognise how sources of evidence are used to make historical claims. ask questions such as, ‘What might this tell us about...?’ - Recognise that different versions of past events may exist. - Describe some of the different ways the past can be represented e.g. through artists’ pictures, museum displays, films and written sources. - Identify historically significant people and events in different situations <u>Chronology</u> - Identify where people and events fit into a chronological framework by noting connections, trends and contrasts over time <u>Communication</u> - Describe significant aspects of ancient history, local history, characteristics of societies, and achievements of mankind. - Discuss some of the connections between local, regional, national and international history - Discuss historical issues and changes	<u>Events People and Changes</u> - Britain’s settlement by Anglo-Saxons and Scots <u>Enquiry, Interpretation and Using Sources</u> - Recognise why some events happened and what happened as a result. Ask questions such as, ‘Why did...?’ ‘What were the effects...?’ - Describe some of the different ways the past can be represented e.g. through artists’ pictures, museum displays, films and written sources. <u>Chronology</u> - Place events into different periods using the appropriate historical terminology e.g. decade, century, ancient, Roman, Egyptian, BC, AD, CE, BCE etc - Recognise historical events as a coherent, chronological narrative from the earliest times to the present day. - Explore main events, situations, changes and links within (and across) different periods e.g. differences/similarities between clothes, food, buildings or transport. <u>Communication</u> - Use relevant and appropriate historical terms such as settlement, invasion, primary/secondary evidence, civilization, empire etc. - Communicate historical findings through a range of methods including the use of ICT, maps and timelines - Produce own accounts that make some connections and describe some contrasts	<u>Events People and Changes</u> - The achievements of the earliest civilizations (an overview) plus Ancient Egypt (in depth) <u>Enquiry, Interpretation and Using Sources</u> - Use sources to address historically valid questions and hypotheses about change, cause, similarity and difference, and significance. Ask questions e.g. ‘How did...?’ ‘Why were...?’ ‘What was important...?’ - Recognise that our knowledge of the past is constructed from primary and secondary sources of evidence - Recognise how sources of evidence are used to make historical claims. ask questions such as, ‘What might this tell us about...?’ - Describe some of the different ways the past can be represented e.g. through artists’ pictures, museum displays, films and written sources. <u>Chronology</u> - Place events into different periods using the appropriate historical terminology e.g. decade, century, ancient, Roman, Egyptian, BC, AD, CE, BCE etc - Recognise historical events as a coherent, chronological narrative from the earliest times to the present day. <u>Communication</u> - Describe significant aspects of ancient history, local history, characteristics of societies, and achievements of mankind. - Produce own accounts that make some connections and describe some contrast

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Key vocabulary	Segregation, apartheid, equality, civil rights, protest, boycott, speech, racism, freedom, democracy, injustice, peaceful, leadership, legacy, law, fairness	Crime, punishment, justice, law, ordeal, trial, wergild, tithing, exile, mutilation, community, invasion, Anglo-Saxon, compensation, responsibility	Pharaoh, hieroglyphics, papyrus, tomb, pyramid, mummification, legacy, civilisation, irrigation, medicine, invention, Nile, calendar, writing system, innovation
Local history			
Y5	<u>Preston Docks - Local Study</u> <u>Why was Mr Houghton Hodson (and his dog Peggy) important to Preston Docks?</u> <u>Substantive Concept – Local Study</u> <u>Disciplinary Concept – Cause and Consequence</u>	<u>Ancient Greece</u> <u>Can we thank the Ancient Greeks for anything in our lives today?</u> <u>Substantive Concept – Leadership</u> <u>Disciplinary Concept – similarities and Differences</u>	<u>Maya – Early Civilisations</u> <u>How did the Maya inventions impact and influence life today?</u> <u>Substantive Concept – Inventions</u> <u>Disciplinary Concept – Historical Sources and Evidence</u>
Key learning and skills	<u>Events People and Changes</u> - A local history study <u>Enquiry, Interpretation and Using Sources</u> - Recognise how our knowledge of the past is constructed from a range of different sources - Evaluate sources and make inference. <u>Chronology</u> - Describe and make links between main events, situations and changes within and across different periods of time, as well as between short- and long-term timescales <u>Communication</u> - Present answers to historical questions and hypotheses by selecting and organising relevant information using appropriate dates and terms. - Choose the most appropriate way of communicating historical findings including the use of ICT, maps and timelines	<u>Events People and Changes</u> - Ancient Greece – Greek life and achievements and their influence on the western world <u>Enquiry, Interpretation and Using Sources</u> - Regularly address and sometimes devise historically valid questions about change and continuity, cause and consequence, similarity and difference, and significance. Ask questions such as, 'How did life change..?' 'Why do we remember..?' 'Why do people disagree..?' - Recognise that some events, people and changes are judged as more historically significant than others <u>Chronology</u> - Sequence events and periods using appropriate terms e.g. chronology, legacy, continuity, change, trends - Identify where people, places and periods fit into a chronological framework by analysing connections, changes, trends and contrasts over time. <u>Communication</u> - Describe and explain significant aspects of non-European societies as well as settlements in Britain - Produce structured work that makes connections, provides contrasting evidence and analyses trends	<u>Events People and Changes</u> - A non-European society that provides contrasts with British history (early Islamic civilization) <u>Enquiry, Interpretation and Using Sources</u> - Use a wide range of sources as a basis for research to answer questions and to test hypotheses - Recognise how our knowledge of the past is constructed from a range of different sources - Give some reasons for contrasting arguments and interpretations of the past. Ask, 'Why have different stories been told about..?' - Evaluate sources and make inference. - Choose relevant sources of evidence to support particular lines of enquiry <u>Chronology</u> - Sequence events and periods using appropriate terms e.g. chronology, legacy, continuity, change, trends - Establish clear chronological narratives across periods and within themes e.g. transport, beliefs, homes etc. <u>Communication</u> - Describe aspects of cultural, economic, military, political, religious and social history - Present answers to historical questions and hypotheses by selecting and organising relevant information using appropriate dates and terms.

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Key vocabulary	Docks, trade, import, export, industry, legacy, significance, local history, timeline, dock master, memorial, community, change, impact	Democracy, civilisation, legacy, philosophy, mythology, city-state, empire, Olympics, architecture, invention, evidence	Civilisation, temple, glyph, codex, astronomy, sacrifice, zero, calendar, legacy, invention, hieroglyph, ritual
Local history	My Preston Docks Interpretation Disciplinary knowledge		
Y6	<u>World War 2</u> <u>How did World War 2 impact children in the North West region?</u> Substantive Concept - Childhood Disciplinary Concept – Cause and Consequence	<u>Crime and Punishment</u> <u>How have local courthouses and the way justice is delivered changed over time?</u> Substantive Concept – Justice and Equality Disciplinary Concept – Change and Continuity	<u>Stone Age – Iron Age</u> <u>Would it have been better to live in the Stone Age or Iron Age?</u> Substantive Concept – Inventions Disciplinary Concept – Historical Sources
Key learning and skills	<u>Events People and Changes</u> - A local history study <u>Enquiry, Interpretation and Using Sources</u> - Regularly address and sometimes devise historically valid questions about change and continuity, cause and consequence, similarity and difference, and significance. Ask questions such as, 'How did life change..?' 'Why do we remember..?' 'Why do people disagree..?' - Give some reasons for contrasting arguments and interpretations of the past. Ask, 'Why have different stories been told about..?' - Describe the results of historical events, situations and changes e.g. the impact on people's lives <u>Chronology</u> - Sequence events and periods using appropriate terms e.g. chronology, legacy, continuity, change, trends <u>Communication</u> - Discuss how Britain has influenced and been influenced by the wider world - Describe aspects of cultural, economic, military, political, religious and social history - Choose the most appropriate way of communicating historical findings including the use of ICT, maps and timelines	<u>Events People and Changes</u> - A local history study <u>Enquiry, Interpretation and Using Sources</u> - Describe the results of historical events, situations and changes e.g. the impact on people's lives - Recognise that some events, people and changes are judged as more historically significant than others <u>Chronology</u> - Identify where people, places and periods fit into a chronological framework by analysing connections, changes, trends and contrasts over time. <u>Communication</u> - Describe aspects of cultural, economic, military, political, religious and social history - Present answers to historical questions and hypotheses by selecting and organising relevant information using appropriate dates and terms. - Discuss and debate historical issues acknowledging contrasting evidence and opinions - Produce structured work that makes connections, provides contrasting evidence and analyses trends	<u>Events People and Changes</u> - Changes in Britain from the Stone Age to the Iron Age <u>Enquiry, Interpretation and Using Sources</u> - Use a wide range of sources as a basis for research to answer questions and to test hypotheses - Recognise how our knowledge of the past is constructed from a range of different sources - Evaluate sources and make inference. - Choose relevant sources of evidence to support particular lines of enquiry <u>Chronology</u> - Sequence events and periods using appropriate terms e.g. chronology, legacy, continuity, change, trends - Identify where people, places and periods fit into a chronological framework by analysing connections, changes, trends and contrasts over time. <u>Communication</u> - Present answers to historical questions and hypotheses by selecting and organising relevant information using appropriate dates and terms.

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Key vocabulary	evacuation, rationing, air raid, Anderson shelter, blackout, diary, wartime, allies, civilian, home front, interview, archive 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	Courthouse, justice, trial, punishment, sentence, police, law enforcement, jury, magistrate, evidence, rights, fairness	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
Local history	My North West (linked to evacuation) Second World War/WW2 Preston and surrounding Lancashire area. Were children evacuated to Lancashire during WW2? Link text: After the War by Tom Palmer (inspired by the true story of the Windermere Boys) What impact did Windermere have on 'The Windermere Boys'?	Crime and punishment in Lancashire's Local Prisons	