

# History: Unit Focus Overview



		Autumn	Spring	Summer
Reception	Laying the foundations of narrative and time	Looks closely at similarities, differences, patterns and change Uses everyday language related to time Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences	Uses talk to organise, sequence and clarify events. Introduces a storyline or narrative into their play	Understand and use terms such as: past, present and future. Identifying and talking about things that have changed over time
Year 1	Introducing the second order concepts. People, places and events	<b>Change and continuity/similarity and difference</b> How has family life changed over time?	<b>Significance</b> Who was Grace O'Malley and why is she remembered?	<b>Significance</b> Who was Mary Anning and why is she remembered?
Year 2	Introducing the second order concepts. People, places, events; the local and the national	<b>Interpretation and significance:</b> Why do we wear a poppy?		<b>Continuity and Change</b> <b>Enquiry question</b> : Has the Piece Hall always been the same?
Year 3	Developing the second order concepts; introducing historical time; people, places and beliefs (social history, cultural history). Beginning the British narrative; contrasting geographical history Big pictures and patterns, smaller narratives as exemplars	<b>Stone Age to Iron Age (2 enquiries)</b> <b>Continuity &amp; Change</b> What was the Ancient Britons' greatest invention? <b>Significance:</b> What mattered to the Ancient Britons?	<b>Ancient Egypt</b> <b>Similarities and Differences</b> What was the Ancient Egyptians' greatest invention... Who were the greatest inventors of the period? The Britons or The Egyptians?	<b>Similarities and Differences; significance</b> What mattered to the Ancient Egyptians...Did the Ancient Egyptians and Britons care about the same things?
Year 4	Developing the second order concepts; people places and power (military history, political history). Developing the British Narrative, contrasting geographical history Big pictures and patterns, smaller narratives as exemplars.	<b>British History, Roman Empire</b> <b>Change and continuity/interpretation</b> How did life in Britain change when the Romans ruled? How should we remember Boudicca?	<b>Cause &amp; Consequence</b> Why was the Roman Army so good?	<b>Ancient Greece</b> <b>Causation/significance:</b> How did the Greeks change the world? Who was the greatest Ancient Greek? Why was the Spartan Army so good?
Year 5	Developing the second order concepts; people, places, power and belief (political, social, economic, cultural history) Developing the British Narrative to include the local	<b>Changed continity/Cause and Consequence.</b> Why did the Anglo Saxons invade Britain and what did they change?		<b>Change and continuity/Cause and Consequence</b> Why did the Vikings invade Britain and what did they change?
Year 6	Developing the second order concepts; Pulling together the British historical narrative; patterns over long time spans (the political, religious, the social history) Contrasting non British unit	<b>Continuity and Change</b> How has Halifax changed over time? (revisit ordinary life up to 1066)		<b>Islamic Civilisation</b> <b>Causation and consequence/Significance</b> Why was Baghdad such an important city in 900CE? How did Islam change the world?