

**Alwoodley Primary School
History overview grid**



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Understanding the World is on area of learning in EYFS and all topics are taught throughout the year.	To have a sense of their own family and to begin to develop a positive attitude towards others around them. Looking at Then (Babies) and Now (Three/Four Years) To talk about photos and memories. Encouraging children to retell what their parents tell them about their life-story and family. How have I changed? What can I do now that I couldn't when I started Nursery?				
Reception	Why do we wear different clothes at different times of the year? (revisited throughout the year) -To notice changes to the school grounds throughout the year. Toys and Games – To make comparisons between past and present. How have I changed? - To organise events in their own lives using chronology, and to recognising that things happened before they were born.					
From Year 1 to Year 6 – Our History Curriculum offers a range of units, each with an overarching enquiry question.						
Year One	Geography <u>Home Sweet Home</u> Learning Enquiry Question: How can we improve the local area I live in?	History <u>Childhood</u> Learning Enquiry Question: What was life like when our grandparents were children? Disciplinary Concept: Similarity/Difference Substantive Concept: Migration	History <u>Space</u> Learning Enquiry Question: What was the significance of space travel? Disciplinary Concept: Significance/Impact Substantive Concept: Peace/Conflict-space race	History <u>Florence Nightingale/Mary Seacole</u> Learning Enquiry Question: How did Florence Nightingale and Mary Seacole change the nursing profession? Disciplinary Concept: Similarity/Difference Substantive Concept: Empire	Geography <u>Kenya</u> Learning Enquiry Question: What is it like to live in Kenya compared with Alwoodley?	

Year Two	<p>History</p> <p><u>Seaside</u></p> <p>Learning Enquiry Question: How have seaside holidays changed over time?</p> <p>Disciplinary Concept: Continuity/Change over time Substantive Concept: Governance-Rich/poor</p>	<p>History</p> <p><u>Kirkstall Abbey-Local History</u></p> <p>Learning Enquiry Question: How has Kirkstall Abbey changed over time?</p> <p>Disciplinary Concept: Continuity/Change over time Substantive Concept: Governance/Democracy</p>		<p>History</p> <p><u>The Great Fire of London</u></p> <p>Learning Enquiry Question: What changed because of the Great Fire of London?</p> <p>Disciplinary Concept: Similarity/Difference Substantive Concept: Monarchy</p>	
Year Three	<p>Geography</p> <p><u>If you go down to the Woods Today</u></p> <p>Learning Enquiry Question: What are the best bits about Alwoodley?</p>	<p>History</p> <p><u>The Stone Age</u></p> <p>Learning Enquiry Question: What changes happened over the time of the Stone Age?</p> <p>Disciplinary Concept: Continuity/Change Substantive Concept: Migration</p>	<p>History</p> <p><u>The Bronze Age and Iron Age</u></p> <p>Learning Enquiry Question: What were the similarities and differences between the Bronze Age and the Iron Age?</p> <p>Disciplinary Concept: Similarity/Difference Substantive Concept: Migration, Peace/Conflict</p>	<p>History</p> <p><u>Local History: Harewood House</u></p> <p>Learning Enquiry Question: What made Harewood House Significant?</p> <p>Disciplinary Concept: Significance Substantive Concept: Empire/Governance – rich/poor</p>	
Year Four	Geography	History	History	History	Geography

	<p><u>Mountains</u></p> <p>Learning Enquiry Question: What are the advantages/disadvantages of living on a mountain?</p>		<p><u>The Ancient Egyptians</u></p> <p>Learning Enquiry Question: How did Ancient Egyptian society continue and develop over 3000 years?</p> <p>Disciplinary Concept: Continuity/Change Substantive Concept: Monarchy/Governance -Where is the history of the poor?</p>	<p><u>The Ancient Greeks</u></p> <p>Learning Enquiry Question: What impact did the Ancient Greeks have on our lives today?</p> <p>Disciplinary Concept: Significance/Impact Substantive Concept: Peace/Conflict Governance-Democracy</p>	<p><u>The Romans</u></p> <p>Learning Enquiry Question: What were the consequences of the Romans coming to Britain?</p> <p>Disciplinary Concept: Empire Substantive Concept: Migration</p>	<p><u>Trade</u></p> <p>Learning Enquiry Question: How has trade impacted Leeds?</p>
Year Five	<p>History</p> <p><u>The Anglo-Saxons</u></p> <p>Learning Enquiry Question: How much did the Anglo Saxon invasion change life in Britain?</p> <p>Disciplinary Concept: Continuity/Change Substantive Concept: Migration (links to Romans) Monarchy (kingdoms, links to Ancient Egypt)</p>	<p>History</p> <p><u>The Vikings</u></p> <p>Learning Enquiry Question: What comparisons can we make between the Anglo Saxons and the Vikings?</p> <p>Disciplinary Concept: Similarity/Difference Substantive Concept: Governance (Dane Law) Peace/Conflict</p>	<p>Geography</p> <p><u>The Angry Earth</u></p> <p>Learning Enquiry Question: Why and where do volcanoes and earthquakes occur?</p>		<p>Geography</p> <p><u>Water</u></p> <p>Learning Enquiry Question: Is water a friend or foe?</p>	<p>History</p> <p><u>Ancient Islam</u></p> <p>Learning Enquiry Question: Why was early Islamic Civilisation so significant?</p> <p>Disciplinary Concept: Similarity/Impact Substantive Concept: Empire Monarchy</p>

Year Six	<p style="text-align: center;">History</p> <p style="text-align: center;"><u>Migration over time</u></p> <p>Learning Enquiry Question: What are the causes and consequences of migration?</p> <p>Disciplinary Concept: Cause/Consequence Substantive Concept: Migration, Peace/Conflict</p>		<p style="text-align: center;">Geography</p> <p style="text-align: center;"><u>Brilliant Brazil</u></p> <p>Learning Enquiry Question: How diverse is life in Brazil?</p>	<p style="text-align: center;">History</p> <p style="text-align: center;"><u>Victorians</u></p> <p>Learning Enquiry Question: What was the impact of the Victorian era on Britain?</p> <p>Disciplinary Concept: Significance/Impact Substantive Concept: Governance-rich/poor Empire</p>	