



History Overview KS2



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CYCLE A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
NC	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066		A local history study		A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	
Key Question	Would you like to live in Tudor times?		Was life better or worse in Victorian times compared to now?		How did the world wars change life in Britain?	
Other NC links	English: Text types, comprehension, oracy, presenting information Maths: timelines, durations, data and money comparisons, Roman numerals Geography: changes in land use, settlements, local area, maps Science: developments in medicine, scientific discoveries, Significant scientist Art/DT: Portraits, design over time, creating structures RE & PSHE: beliefs, fairness, and how people lived Computing: research and presenting information, changes in technology					
SIAMS	● Understanding how Christian values influenced historical periods (e.g. charity in Victorian times, forgiveness and peace after war) ● Exploring justice, equality, and moral choices (e.g. child labour, war decisions) ● Reflecting on how beliefs shaped people's actions in the past ● Encouraging respect and dignity when learning about different lives and experiences ● Promoting courageous advocacy (e.g. reformers like Dr Barnardo)					



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Chronological Understanding Children will know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day.	● Sequence key periods and events on a timeline ● Make connections between different time periods ● Understand how aspects of life (e.g. homes, work, society) have changed and developed ● Use historical vocabulary such as <i>century, decade, era, legacy, continuity, and change</i>		
Historical Key Knowledge Children will know and understand significant aspects of the history of the wider world. They will be taught to recognise continuity and changes similarity, difference, and use them to make connections, draw contrasts, analyse trends which have occurred through the past.	● Everyday life compared to now (houses, food, clothing, schools) ● Significant people and monarchs ● Rich and poor ● Men and women ● Religion	● Railways ● Children ● Working life ● Education ● Living conditions ● Health and medicine ● Rights and equality ● Social class differences	● Causes ● Daily life ● The Impact of War on Society ● The Role of Government and Propaganda ● Experiences of People (Soldiers and Civilians) ● Change in Roles and Responsibilities (e.g. women, children) ● Technology and Warfare ● Key Events and Turning Points ● The End of the Wars



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Sources and Evidence	● Artefacts ● Sources- Primary, Secondary, bias ● Maps ● Building ● Portraits	● Census records ● Photographs ● Maps ● Newspapers ● Letters and diaries ● Artefacts ● Buildings ●	● Photographs ● Letters and diaries ● Government posters ● Newsreels and newspapers ● Ration books and ID cards ● Maps ● Oral histories
Change and Continuity	● Show understanding of some of the similarities and differences from different periods. ● Explain why some periods in history may have had more changes (e.g post-war Britain) and some may have had more continuity. ● Understand that there are times in history when change happens suddenly and these moments of change can be referred to as ‘turning points’ in history. ● Understand and describe in some detail the main changes to an aspect of a period in history. ● Identify why some changes between different periods of time have had more significant consequences than others.		
	<u>Continuity</u> People still had families and homes Children still learned skills (even if not at school) People worked to earn money and survive	<u>Continuity</u> People still have families and homes People still work to earn money Children still learn and play There are still rules and laws <u>Change</u>	<u>Continuity</u> People still had families and communities Children still went to school (even during war when possible) People still worked and supported each other



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	There were still rules and leaders, like Henry VIII Change Healthcare was poor There were no modern medicines, so illnesses could be deadly. Education was limited Only some children (mostly boys from rich families) went to school. Punishments were harsh People could be punished very severely for small crimes. Houses and hygiene Homes were basic and often dirty compared to today.	Healthcare Today we have hospitals, doctors, and medicine → people live longer Education Now all children go to school → more people can read and write Working conditions Victorian children often worked in factories → today child labour is illegal Living conditions Homes today are cleaner, safer, and more comfortable	Britain still had a government and leaders Change Role of women Women worked in factories, transport, and jobs men used to do Homes and cities Bombing (especially in WWII) destroyed many homes Food and rationing Food was limited and rationed Technology New inventions like better planes and radar were developed Government support After WWII, Britain created services like the National Health Service
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Similarities and differences	<u>Similarities</u> ● People had families and homes ● Children learned skills (at home or school) ● People worked to earn money ● There were rules and leaders (like kings and queens) <u>Differences</u> ● Healthcare Tudors had no modern medicine; today we have hospitals and doctors ● Education Only some children went to school; today most children go to school ● Punishments Tudor punishments were much harsher than today ● Daily life Houses were more basic and less clean than modern homes	<u>Similarities</u> ● People had families and homes ● Children learned and played ● Adults worked to earn money ● There were rules, laws, and leaders <u>Differences</u> ● Healthcare Victorians had little medical knowledge → today we have modern medicine ● Education Not all Victorian children went to school → today education is for everyone ● Child labour Many Victorian children worked in factories → this is illegal today ● Living conditions Victorian homes (especially for the poor) were crowded and dirty → homes today are cleaner and safer	<u>Similarities</u> ● People still had families and communities ● Children still went to school (when possible) ● People still worked to earn money ● Britain still had a government and laws <u>Differences</u> ● Jobs Before: Most women stayed at home After: More women worked in many different jobs ● Homes Before: Cities were not heavily damaged After: Many homes were destroyed and rebuilt ● Food Before: People could buy what they wanted After: Food was rationed during and after the wars ● Rights and services Before: Less government support After: New services like the
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			National Health Service helped people
Cause and Consequence	● Examine in more detail the short and long term causes of an event being studied. ● Understand that one event can have multiple consequences that impact on many countries and civilisations. ● Distinguish between short-term and long-term consequences ● Justify which consequences were most significant		
	Cause: There was no modern medicine Consequence: Many people became very ill and died young Cause: Only rich families could afford schooling Consequence: Many children could not read or write Cause: Houses were basic and hygiene was poor Consequence: Disease spread easily	Cause: Many families were poor and needed money Consequence: Children had to work long hours in factories Cause: Cities grew quickly during the Industrial Revolution Consequence: Houses became crowded and dirty, and disease spread Cause: Limited medical knowledge and no modern medicine Consequence: Illnesses were harder to treat and more people died Cause: Schooling was not free or compulsory at first	Cause: Enemy air raids during the wars Consequence: Homes, schools, and cities were destroyed → people had to rebuild Cause: Many men went to fight in the wars Consequence: Women took on new jobs in factories, transport, and farming Cause: Food and supplies were limited during the wars Consequence: The government introduced rationing so everyone got a fair share Cause: Food and supplies were limited during the wars Consequence: The government introduced rationing so everyone got a fair share



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		Consequence: Many children could not read or write	
Significance	Identify and begin to describe historically significant people and events in situations eg: Henry VIII, Mary Queen of Scots (Mary I), William Shakespeare, Francis Drake, Spanish Armada, setting up of the Church of England.	Identify and begin to describe historically significant people and events in situations eg: Queen Victoria, George Stephenson, Alexander Graham Bell, Banardo, Expansion of the British Empire in India	Identify and begin to describe historically significant people and events in situations eg: Adolf Hitler, Winston Churchill, Anne Frank, Blitz (Sheffield), Dig for Victory, Evacuation, Dunkirk.
	Organisation and communication		
Historical Enquiry/ Assessment	● Independently pose historical questions ● Select relevant sources and justify choices ● Evaluate reliability, bias, and purpose ● Use evidence to support extended written answers		
Historical Vocabulary / Talk like a historian	<u>Time & Chronology</u> chronology chronological order century decade Era <u>Change & Continuity</u> change continuity	<u>Time & place</u> Victorian era urban / rural Settlement <u>Change over time</u> continuity development transformation progress	<u>Time & chronology</u> 20th century wartime / peacetime <u>Change over time</u> continuity transformation development Reconstruction



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	Development <u>Cause & Consequence</u> cause effect impact consequence turning point <u>Evidence & Enquiry</u> evidence source primary source secondary source artefact compare similarity Interpretation interpretation opinion viewpoint perspective Bias	<u>advantages / disadvantages</u> improvement decline impact <u>Evidence & sources</u> evidence source artefact industry poverty sanitation <u>Sentence stems (talk like a historian)</u> “The evidence suggests that life in Victorian times was...” “One similarity/difference between then and now is...” “This shows that life has changed because...” “The impact of industrialisation on the local area was...”	<u>Cause & consequence</u> cause consequence impact <u>War & society</u> home front evacuation rationing propaganda air raid Shelter <u>Evidence & sources</u> evidence source artefact reliability Interpretation viewpoint perspective <u>Sentence stems (talk like a historian)</u>
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	<u>Historical Concepts (Tier 3)</u> Tudor dynasty monarch monarchy heir succession society religion Church of England Reformation Protestant Catholic monasteries dissolution royal court legacy <u>Sentence stems (to sound like a historian)</u> “The evidence suggests that...” “This source shows...” “One similarity/difference is...” “This changed because...”	“Overall, life was better/worse because...” “In contrast to today...”	“The evidence shows that life in Britain changed because...” “One major impact of the war was...” “This source suggests that people felt...” “Compared to before the war, life became...” “A key change on the home front was...” “Overall, the World Wars transformed Britain by...”
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	“The impact of this was...” “In the past..., whereas today...”		
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