

Burnley St Peter's History Overview 2025-26

Historical Threads (Substantive Concepts- First order concepts)					
Migration	Childhood	Civilisations	Race and Equality	Leaders & Pioneers	
Why have people travelled to new places or countries?	How have 'childhood' experiences and children's ways of life differed over time?	What similarities and differences have we noted between different civilisations?	How has inequality led people to fight for equality in the past?	How have leaders and people in positions of power influenced cultures and changed ways of life?	
Disciplinary Concepts – Second order concepts					
Change and Continuity	Sources and Evidence	Historical Significance	Historical Interpretations	Similarity and Difference	Causes and Consequences
How historians construct arguments about the nature, pace, and extent of change in the past	How historians use sources as evidence to answer a question	How historians and others attribute significance to past events or people, deeming them worthy of study or attention	How historians construct their accounts of the past, including how and why these differ	How historians construct arguments about the extent of similarity and difference between places, people and groups in the past	How historians construct arguments about the causes and consequences of events

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
EYFS	<p>All About me and my family</p> <p><i>Who am I? Who is in my family? What can I find out about my family?</i></p> <p>ELG: Talk about the lives of the people around them and their roles in society.</p> <p>DC: Similarity &amp; difference</p>	<p>Black History Month: Rosa Parks</p> <p>ELG: Understand the past through characters and events encountered in books read in class and storytelling.</p> <p>DC: Significance</p> <p>Why did Rosa have to be so brave?</p> <p>Suggested texts: Little People Big Dreams: Rosa Parks</p>	<p>People who help us: <i>Florence Nightingale</i></p> <p>ELG: Understand the past through characters and events encountered in books read in class and storytelling.</p> <p>DC: Significance</p> <p>How did Florence make hospitals better?</p> <p>Suggested texts: Little People Big Dreams: Florence Nightingale</p>	<p>Welcoming Others</p> <p>ELG: Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>DC: Consequence</p> <p>Where do I come from? How long have my family lived in Burnley? Why did they move here?</p> <p>Suggested texts: <i>'Welcome'</i> by Barroux. <i>'Coming to England'</i> by Floella Benjamin</p>	<p>Our Hometown</p> <p>EYFS KL: Research: Find out about places and ask questions using different sources to find the answers.</p> <p>DC: Sources and Evidence</p> <p>What can I find out about my hometown?</p> <p>(Links to KS1/ GFOL – local bakery, fire station, firemen etc through small world play)</p>	<p>Playing Outside</p> <p>ELG: Know some similarities and differences between things in the past and now</p> <p>DC: Similarity &amp; difference</p> <p>What outdoor games did my grandparents play with?</p> <p>Suggested resource: The Big Alfie Outdoors Story Book by Shirley Hughes</p>
1	<p>NC: Changes within living memory: Family History</p> <p>DC: Change and Continuity</p> <p>How do my toys compare with the toys my grandparents played with as children?</p> <p>School Toy Museum (Staff) then School Toy Museum (children)</p> <p>Suggested texts: The Toymaker by Waddell Martin Dogger by Shirley Hughes.</p>		<p>Events beyond living memory: Great Fire of London</p> <p>Why did the fire spread so quickly?</p> <p>DC: Cause</p>		<p>NC: Changes within living memory: Fairgrounds</p> <p>Family History:</p> <p>DC: Change and Continuity</p> <p>Did my parents and grandparents visit fairgrounds as children? What was their favourite ride? What kind of things would you see at a fair 100 years ago?</p> <p>Resources: Online, Lancs Archives &amp; museum resources about fairgrounds e.g. Burnley Fair, Blackpool Pleasure Beach</p>	

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**NC: Significant historical events, people and places in their own locality: church and school**

*What can we find out about our church and school from old photographs, school staff and past pupils?*

**DC: Historical evidence**

*(Burnley Library Archive resource)*

*(Visit: David Tilsley)*

Place: St. Peter's School & church  
Events: Changing the playground etc

**Black History**  
**Significant people: Learie Constantine**  
*In what ways was Learie Constantine significant?*

**DC: Significance**

**NC: Significant historical events, people and places in their own locality.**

**Building Bridges in Burnley**

Event: First-generation South Asian immigrants arriving in Lancashire in the 1960s

Person: Mohammad Rafique Malik  
Place: Burnley: Building Bridges

(LPDS resources. Visit from Councillor Sobia Malik)

	Autumn Term	Spring Term	Summer Term
3	<p>NC: Changes in Britain from Stone Age to Iron Age</p> <p><i>How did the introduction of Bronze and Iron change the way people lived?</i></p> <p>DC: Change &amp; continuity</p>	<p>NC: A Local History Study <i>Children at the mills</i></p> <p><i>What were working conditions like for children working in Lancashire Mills?</i></p> <p><i>(Archive images &amp; testimonials)</i> <i>See: LPDS materials</i></p> <p>DC: Sources &amp; evidence</p>	<p>Roman Britain <i>Boudicca's Rebellion</i></p> <p><i>What were the consequences of Boudicca's resistance to the Romans?</i> <i>Why do we still remember and celebrate Boudicca?</i></p> <p><i>Resource: Romans to Vikings VAK Timeline</i> DC: Consequence</p>
4	<p>NC: A study of the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared (Ancient Sumer; The Indus Valley; The Shang Dynasty; and Ancient Egypt)</p> <p>DC: sources and evidence</p> <p><b>Ancient Civilisations</b> What could we learn about Ancient Civilisations from the tombs and monuments they have left behind?</p> <p>NC: A depth study of Ancient Egypt What does Tutankhamun tomb reveal about Ancient Egyptian royal burials?</p>	<p>NC: Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p><b>Ancient Greece</b> <i>How (and why) did leadership styles differ between Ancient Athens and Ancient Sparta?</i></p> <p><i>What values were important to them?</i></p> <p><i>How have we been influenced by Ancient Athens?</i></p> <p>DC: Similarity &amp; difference</p>	<p>NC: A local history unit</p> <p><b>Black History: Cotton Industry</b></p> <p>What do local archive resources reveal about the significance of the <i>Lancashire Cotton Industry for the people of Lancashire and beyond?</i></p> <p>DC: Historical evidence</p>

5	<p>NC: Early Islamic Civilisation: Baghdad c.900 <i>How significant was the city of Baghdad?</i></p> <p>DC: Significance</p>	<p>NC: Britain's settlement by Anglo-Saxons and Scots</p> <p>Anglo-Saxons <i>What can we find out about life in Britain in Anglo Saxon times from the burial site at Sutton Hoo?</i></p> <p><i>Was someone buried at Sutton Hoo?</i></p> <p>Resource: Romans to Vikings VAK Timeline</p> <p>DC: Historical evidence</p>	<p>NC: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 e.g. a turning point in British history</p> <p>Guy Fawkes – the man who came within a whisker of changing England forever.</p> <p>DC: Historical interpretations</p> <p>Was Guy Fawkes an honourable man?</p> <p>Why do accounts about Guy Fawkes differ so widely?</p> <p>How were Lancashire Catholics impacted following the discovery of the gunpowder plot? (Visit: Lee Sanderson)</p> <p>Suggested texts: Black Powder by Ally Sherrick</p>		
6	<p>NC: A study of an aspect or theme (exploration) in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Black History: Slave trade <i>What evidence should we look at to discover what life was like for (enslaved) black people in (British) history?</i></p> <p>DC: Historical evidence</p>		<p>NC: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Vikings <i>Were <u>all</u> Vikings brutal invaders?</i></p> <p>Resource: Romans to Vikings VAK Timeline</p> <p>DC: Historical interpretation</p>		
Substantive Concepts	Civilisation	Leaders and Pioneers	Migration	Childhood	Race and Equality