




History Overview

The national curriculum for history aims to ensure that all pupils:

- ❖ know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- ❖ know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- ❖ gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- ❖ understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- ❖ understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- ❖ gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;">  <p>Achieve</p> </div> <div style="text-align: center;"> <h3>National Curriculum Knowledge</h3> <h4>Pupils should...</h4> </div> </div>	
KS1	KS2
<ul style="list-style-type: none"> ○ Develop an awareness of the past, using common words and phrases relating to the passing of time. ○ Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Use a wide vocabulary of everyday historical terms. ○ Ask questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. ○ Understand some of the ways in which we find out about the past and identify different ways in which it is represented. Be taught about: ○ Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life ○ Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] Year 1 The Great Fire of London 	<p>Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources. Be taught about:</p> <ul style="list-style-type: none"> ○ Changes in Britain from the Stone Age to the Iron Age ○ The Roman Empire and its impact on Britain ○ Britain's settlement by Anglo-Saxons and Vikings ○ The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor ○ A local history study.

<ul style="list-style-type: none"> ○ The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale ○ Significant historical events, people and places in their own locality. 	<ul style="list-style-type: none"> ○ A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Year 5 WWI, Year 6 WWII ○ The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China Ancient Egyptians ○ Ancient Greece – a study of Greek life and achievements and their influence on the western world A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. early Islamic civilization
---	--

HISTORY – Age Related Expectations/Progression

	End of Y1 Expectations	End of Y2 Expectations	End of Y3 Expectations	End of Y4 Expectations	End of Y5 Expectations	End of Y6 Expectations
Similarities & differences	Begin to describe the similarities and differences between historical artefacts and pictures and or other sources.	Describe and begin to compare how their own life is different from past generations of their own family.	Describe and compare how their own lives are similar or different to people living in the past.	Compare two periods of history, identifying similarities and differences between them.	Begin to develop historical perspective between two periods of history.	Make connections, draw contrast and identify trends in different periods of history, to improve historical perspective.
Vocabulary	Use common words or phrases relating to the passage of time. (e.g. time connectives, now, long ago)	Use a wider range of vocabulary of everyday historical terms. (e.g. decade, century)	Use appropriate historical terms to describe key features of a period of history studied.	Begin to use abstract terms (e.g. empire, parliament, peasantry), when describing key features.	Make appropriate use of historical terms in discussion and understanding concepts (e.g. local, regional, national and international).	Use in context and understand the terms relating to different types of history (e.g. cultural, economic, political, religious and social).
Chronology	Begin to order artefacts and pictures from significantly different time periods.	Sequence main events of a period of history studied. To recall the dates of significant festivals or celebrations studied.	Show developing understanding of chronology by beginning to realise that the past can be divided into different periods of time.	Place different periods of time on a timeline and remember key historical facts and some dates from a period studied.	Independently place historical events or change on a timeline, remembering key facts from a period of history studied.	

Significant individuals	Begin to talk about the life of a significant historical person.	Compare aspects of life in different periods of time for significant individuals.	Explain how a significant individual influenced change, in a specific period.	Explain how significant historical people contributed to national and international achievements in a variety of eras.	Describe how a significant individual or movement/group of people has influenced the UK or wider world.	Describe how their own lives have been influenced by a significant individual or movement/ group of people.
Local history		Describe, in simple terms, the importance of a local place or landmark in their locality.			Use a range of local history resources to describe how an event affected a local town or village.	Suggest and research information sources required to present (write down) an in-depth study of a local town or city.
Continuity and change	Describe how they have changed over time and how their interests are different as they grow older	Describe changes during their own life time and that of their parents and grandparents.	Describe some of the main changes in Britain, resulting from an event.	Explain the impact of a significant historical event on life in Britain.	Link events from periods studied to changes or developments in contemporary society.	Provide reasons for, and outcomes of, the main events and changes in historical periods, showing factual knowledge of aspects of Britain and the wider world.
Cause and consequence	Describe in simple terms, why a significant individual acted the way they did.	Begin to understand cause and effect by looking at a significant individual's actions and what happened as a result.	Express an opinion on whether a person or event had a positive or negative impact on life in Britain.	Explain why people acted as they did.	Explain that an event can have more than one cause.	Describe the negative or positive impact of a period of history on contemporary society.
Historical questions	Ask and respond to simple questions about the past.	Ask and answer questions about a range of historical resources.	Suggest useful research questions.	Ask and answer more complex questions through research.	Follow more independent lines of enquiry and make informed responses based on this.	Investigate a complex research question and construct an informed response.
Historical enquiry	Use simple source material to answer questions about an historical event.	Use a wider range of source material to answer questions about an event.	Choose the most important source material for a task, showing awareness of a range of sources.	Use a range of source materials to answer questions about the past which go beyond simple observations.	Describe how different types of evidence tell us different things about the past and understand why contrasting arguments and interpretations occur.	Acknowledge different points of view expressed and explain why these are important in understanding and interpreting history.

Historical terms

Substantive Knowledge – knowledge about the past (content)
















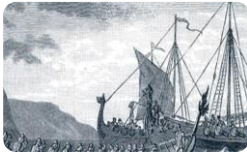


Disciplinary Knowledge – knowledge about how historians investigate the past and construct claims, arguments, accounts.








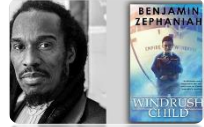






Substantive Concepts -Pupils will explore wide ranging concepts across the curriculum but some will be more frequently encountered – these include: concepts such as Monarchy, Empire, Politics, Civilisation, Rebellion, Trade

Disciplinary Concepts – develop pupils’ rational and critical thinking: Cause, Consequence, Change and continuity, Similarity and difference, Historical significance, Sources and evidence, Historical interpretations.: see History Overview Each study is developed to respond to an enquiry question centered on (at least) one of these disciplinary concepts.

Monarchy	Empire	Politics	Civilisation	Rebellion	Trade
<ul style="list-style-type: none"> • To understand that a monarchy is a form of government with a monarch as head. • To study change through the lives of significant individuals (e.g. Queen Elizabeth II) • Know and sequence key events of time studied. • Compare an aspect of life with the same aspect in another period <p>Key Terms: Sovereign, royal, royalty, head of state, king, queen, emperor, nation, civil war, military ,power emperor, or empress</p>	<p>To study different aspects of different people and the lives of people ruled by states or countries by a single person in a time studied.</p> <ul style="list-style-type: none"> • To examine causes and results of great events and evaluate the impact on people. • Compare an aspect of life with the same aspect in another period • To show an understanding of different Empires at different time periods and the impact on people. • To identify significant events that happened and impacted the lives of people within the Empires and beyond its borders (British Empire, the Roman Empire) <p>Key Terms: territory, territories, realm, kingdom, nation, religious, common wealth, government, emperor, slave, immigration,</p>	<ul style="list-style-type: none"> • Compare and contrast the different types of government in the past: in the UK and the ancient world: differences and similarities • To explain how the way Britain / UK is ruled has changed / stayed the same throughout history. • To identify how maps and political boundaries are affected by changes in government (Anglo Saxon kingdoms; Danelaw; Roman Empire; Norman conquest <p>Key Terms: city, decline democracy, dynasty, empire, kingdom, monarch. Parliament, politics, political ,nation, war, governments , conspirators, religion,</p>	<ul style="list-style-type: none"> • Compare and contrast different societies and cultures in the UK and the ancient world: differences and similarities between the daily lives of different people: rich and poor; women and men; girls and boys. • To identify significant inventions, transportation, which changed societies. <p>Key Terms: civilisation, migration , clan, tribe, ancestor, culture, hierarchy, aristocracy, nomads, settlers, slavery, society, technology, industry, education, military, peace, republic</p>	<ul style="list-style-type: none"> • To explain reasons / causes for invasions, battles and wars • To identify consequences of wars • To make comparison between different periods of time / different countries: similarities and differences. • To select relevant evidence to build up a picture of a past event and to begin to evaluate the usefulness of different sources <p>Key Terms: battle, military, war, civil war ,conquer, conquest, defeat, invade, invasion, rebellion, siege, war</p>	<ul style="list-style-type: none"> • Compare the reasons why different people invaded and settled in Britain; • Know why trade is important to cultures and civilisations • Know about transport and trade routes in Britain’s past; compare with trade routes in ancient civilisations throughout the ancient world • Significant inventions which made it easier to trade (transport routes, methods of transport.) <p>Key Terms: conquer, empire, conflict, exploration, immigration, invade, invasion, settlers, settlement, ancestors, agriculture, trade, transport, economy, industry, trade route, merchants, parliament</p>

History Curriculum Coverage 2025-2026







	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Autumn – British History</p>	<p>The Great Fire of London</p> 	<p>What is a Monarch?</p> 	<p>Would you prefer to live in the Stone Age, Iron Age or Bronze Age</p> 	<p>What changed in Britain after the Anglo-Saxon invasion?</p> 	<p>What was life like in Tudor England?</p> 	<p>What was the impact of World War 1 on the people of Britain?</p> 
<p>Spring – World History</p>	<p>How did we learn to fly?</p> 	<p>How have explorers changed the world?</p> 	<p>Why did the Romans invade and settle in Britain?</p> 	<p>What was important to ancient Egyptians?</p> 	<p>What is the legacy of ancient Greek Civilisation?</p> 	<p>How did the achievements of the ancient Maya impact their society and beyond?</p> 
<p>Summer</p>	<p>Dinosaurs</p> 	<p>How was school different in the past?</p> 	<p>How have children's lives changed?</p> 	<p>Were the Vikings raiders, traders or something else?</p> 	<p>What can the census tell us about local areas?</p> 	<p>Unheard histories: Who should go on the £10 banknote?</p> 







Autumn Term						
Unit	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Significant Individual-linked with Black History Month</p> <p>Inspire</p>  <p>Aspire</p> 	<p>Mae Jemison</p>  <p>Jemison became the first African American woman to travel in space.</p>	<p>Floella Benjamin</p>  <p>First Trinidadian woman (Windrush child) to be elevated to the House of Lords.</p>	<p>Wangari Mathai</p>  <p>Social, environmental, and political activist who focused on the planting of trees, environmental conservation, and women's rights. First African woman to win the Nobel Peace Prize.</p>	<p>Barack Obama</p>  <p>1st Black president of USA, also one of the youngest presidents in the World.</p>	<p>Hidden Figures</p>  <p>Study of female African-American mathematicians who served a vital role in NASA during the early years of the U.S. space program.</p>	<p>Benjamin Zephaniah</p>  <p>Zephaniah draws on his own experience of growing up in Britain in the 1960s He brings alive the history of Black Britain and shows us that history is a continuum - it's about real people.</p>
<p>British History</p> <p>KS1; Events beyond living memory that are significant nationally</p> <p>KS1: Significant historical people or events</p> <p>KS2: Developing chronologically secure knowledge and understanding of British history</p>	<p>The Great Fire of London</p>  <p>To know that the fire started on 2nd September 1666 and burned for 3 days. To name other landmarks in London (including River Thames, Tower of London, St Paul's Cathedral, the city wall) and be able to discuss how they were affected by, or altered, the course of the fire. To name key people alive in 1666 (including Thomas Farriner, King Charles II, Samuel Pepys.</p>	<p>What is a Monarchy?</p>  <p>Finding out the role of a monarch, children compare the monarchy today with the monarchy in the past. Pupils investigate how William the Conqueror became King and learn how he used castles to rule. They study different types of castles and consider how these evolved over time.</p>	<p>Would you prefer to live in the Stone Age, Iron Age or Bronze Age</p>  <p>Looking at the chronology of mankind, children are introduced to Britain's story. They use archaeological evidence to find out about the Stone Age, Bronze and Iron Age. Identifying the limitations of this type of evidence and reconstructing the life of the Amesbury Archer.</p>	<p>What changed in Britain after the Anglo-Saxon invasion?</p>  <p>Developing an understanding of why people invaded and settled, learning about Anglo-Saxon beliefs and the spread of Christianity and assessing the contribution of the Anglo-Saxons to modern Britain.</p>	<p>What was life like in Tudor England?</p>  <p>Comparing Henry VIII and Elizabeth I, children learn about the changing nature of monarchy. They examine how monarchs tried to control their public images using portraits and royal progresses. Using Tudor inventories to investigate whether people were rich or poor, children learn what life was like for people in Tudor times.</p>	<p>What was the impact of World War 11 on the people of Britain?</p>  <p>Extending their chronological knowledge beyond 1066, the children learn about how World War 2 changed British society. They discover the different reasons why Britain went to war in 1939 and investigate the experiences of families during the Blitz. Using a range of sources which are new to them including video and photographs, children reconstruct the feelings of those living on the home front in World War 2 and consider how migrants helped the war effort.</p>

Aspire

Inspire

Spring Term

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>World History</p> <p>KS1: Events beyond living memory that are significant globally</p> <p>KS1 : Life's of significant individuals in the past who have contributed to international achievements</p> <p>KS2: A non-European Society that provides contrast to British History</p> <p>KS2: Achievements and their influences of the earliest civilisations</p>	<p>How did we learn to fly?</p>  <p>Developing their knowledge of events beyond living memory, reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline. Learning about the individuals who contributed to the history of flight.</p>	<p>How have explorers changed the world?</p>  <p>Finding out about events and people beyond living memory, children particularly think about explorers and what makes them significant. They create a timeline and investigate which parts of the world they explored, before comparing explorers and discussing ways in which these significant people could be remembered.</p>	<p>Why did the Romans settle in Britain?</p>  <p>Developing their chronological awareness of AD and BC, the children investigate why the Romans invaded Britain and how the Celts reacted to the invasion. Learning how the Romans changed the way people lived their lives and how archaeological evidence is used to reconstruct the lives of the Romans. Comparing Roman life to today, and how the Romans still influence our lives today.</p>	<p>What was important to ancient Egyptians?</p>  <p>Developing their understanding of how ancient civilisations emerged, the children explore the geography of Ancient Egypt and the significance of the River Nile. They learn how historians use evidence like the Rosetta Stone to uncover the past and examine the role of religion in daily life through beliefs about gods, goddesses and the afterlife. Additionally, they consider how these beliefs were reflected in mummification practices and burial items.</p>	<p>What is the legacy of the ancient Greek Civilisation?</p>  <p>Through investigating the city states of Athens and Sparta, the children identify the similarities and differences between them. Using different sources of evidence, they learn about democracy and compare this to the ways in which other civilisations are governed. Considering the legacy of the ancient Greeks, children learn about the Olympic games, architecture, art and theatre.</p>	<p>How did the achievements of the ancient Maya impact their society and beyond?</p>  <p>Investigating historical and archaeological evidence, the children explore the achievements of ancient peoples like the Maya. By making inferences and observing artefacts, they study the ancient Maya's settlements in rainforests, the cultural significance of chocolate and the impact of their beliefs, inventions and decline within and beyond their society.</p>

Aspire		Inspire		Summer Term					
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
Local History Comparison of the Past and Present	<p>When did dinosaurs exist?</p>  <p>Pupils will locate where they think dinosaurs would go on a timeline and they will seek to answer the following question-How do we know that dinosaurs were real if they are not here now? Significant individual: Mary Anning - Who was she? Why was she significant, why is she remembered?</p>	<p>How was school different in the past?</p>  <p>Understanding that although schools have been in the local area for a long time, they have not always been the same. Children look for similarities and differences and use a range of sources enabling them to recognise some continuity between their lives and the past.</p>	<p>How have children's lives changed?</p>  <p>Exploring the continuities and changes to children's lives through time, the children learn about past leisure activities, health problems and work. They explore the working conditions of Tudor and Victorian children in more detail and evaluate the significance of Lord Shaftesbury's contribution to education and child labour laws.</p>	<p>Were the Vikings raiders, traders or something else?</p>  <p>Extending their understanding of different societies, the children learn about the Vikings and the struggle for Britain. They develop their chronological understanding and explore new types of sources, including oral histories, to learn about the Vikings and the impact they had on local British communities. Using historical enquiry techniques, pupils investigate whether the Vikings were raiders, traders or settlers.</p>	<p>What does the census tell us about our local area?</p>  <p>Investigating the census records of different areas, the children make inferences about the lives of people from the past. They explore what the census can show about Victorian jobs, the suffrage movement and the interwar period. Children identify how the census changes and consider the usefulness and limitations of census data. In Lesson 6, they plan and carry out their own enquiries about who lived in their local school area.</p>	<p>Unheard histories: Who should go on the £10 banknote?</p>  <p>Investigating why historical figures are on banknotes and learning about the criteria for historical significance. The children participate in a tennis rally debate and create a video to explain why a particular historical figure was significant, before selecting a historical figure for the £10 note</p>			