

History Curriculum overview 2024-25

EYFS			
Cycle One 2024-25	Peek into the past EYFS outcomes Development matters Comment on images of familiar situations in the past. Characteristics of effective teaching and learning Playing and exploring - Children investigate and experience things, and 'have a go'. Active learning - Children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements for their own sake. Creating and thinking critically - Children have and develop their own ideas, make links between ideas, and develop strategies for doing things. See Development Matters (non-statutory curriculum guidance). Early learning goals ELG: Understanding the World - Past and Present Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Adventures through time EYFS outcomes Development matters Compare and contrast characters from stories, including figures from the past. Characteristics of effective teaching and learning Playing and exploring - children investigate and experience things and 'have a go'. Active learning - children concentrate and keep on trying if they encounter difficulties and enjoy their achievements for their own sake. Creating and thinking critically - children have and develop their own ideas, make links between ideas and develop strategies for doing things. See Development Matters (non-statutory curriculum guidance). Early learning goals ELG: Understanding the World - Past and Present Understand the past through settings, characters, and events encountered in books read in class and storytelling.	
Year 1/2			
Cycle One 2024-25	Autumn	Spring	Summer
	Y1/2 (B): What is history?	Y1/2 (B): How was school different in the past?	Y1/2 (B): What is a monarch?
	Create a personal timeline by ordering three events correctly on a simple timeline. Use the vocabulary 'before' and 'after' when talking about their timeline. Recognise what is similar and different between the 'past' and 'now'. Talk about three holiday memories. Place one holiday memory on a timeline. Identify how people spend their holidays differently. Describe what photographs tell us about holidays in the past.	Correctly order and date four photographs on a timeline and add some dates. Ask one question about schools in the past. Make one comparison between schools in the past and present. Use sources to research and develop an understanding of what schools were like 100 years ago. Identify three features of a classroom now and a classroom 100 years ago, identifying some similarities and differences. Recognise two similarities and two differences between schools now and schools in the past.	Recall that a monarch is a king or queen. Identify some of the monarch's roles. Explain that a king or queen is crowned in a special ceremony called a coronation. Name some of the main steps in the coronation ceremony. Use sources to explain how William the Conqueror became King of England. Explain how William the Conqueror kept order and conquered England. Explain how castles have changed over time. Identify that the power of monarchs has changed over time. Make comparisons between past and present monarchies.

	<p>Identify similarities and differences between holidays in the past and now.</p> <p>Order photographs on a timeline.</p> <p>Ask one question about holidays in the past.</p> <p>Find answers to simple questions about the past.</p> <p>Identify features of holidays in the past.</p> <p>Describe what holidays in the past were like and compare them to now.</p> <p>Find similarities and differences.</p> <p>Use time vocabulary to talk about their memories.</p> <p>Recognise similarities and differences between their lives now and in the past.</p>	<p>State whether they would have preferred to go to school in the past or not and explain why.</p>	
<p>Cycle Two 2025-26</p>	<p style="text-align: center;">Autumn</p> <p>Y1/2 (A): How am I making history?</p>	<p style="text-align: center;">Spring</p> <p>Y1/2 (A): How have toys changed?</p>	<p style="text-align: center;">Summer</p> <p>Y1/2 (A): How did we learn to fly?</p>
	<p>Order three photographs correctly on a simple timeline.</p> <p>Use the terms 'before' and 'after' when discussing their timelines.</p> <p>Talk about three memories and place one of them on a timeline.</p> <p>Explain why memories are special and name four events that they celebrate throughout the year.</p> <p>Think of three ways they celebrate their birthday.</p> <p>Ask a visitor one question about childhood in the past.</p> <p>Know a similarity and a difference between childhood now and in the past.</p> <p>Add three ideas to a time capsule about themselves.</p> <p>Use key vocabulary to compare the present, the past and possible changes in the future.</p>	<p>Discuss their favourite toy using language related to the past.</p> <p>Ask questions about toys in the past.</p> <p>Make comparisons between toys in the past and present.</p> <p>Sequence artefacts from different periods of time.</p> <p>Identify changes between teddy bears today and those from 100 years ago.</p> <p>Describe how toys have changed over time.</p>	<p>Identify important events surrounding the history of flight.</p> <p>Explain how a significant event has changed the lives of others.</p> <p>Ask questions about people and events in the past.</p> <p>Use primary sources to find out about people and events in the past.</p> <p>Correctly order five events on a timeline.</p>
Year 3/4			
<p>Cycle One 2024-25</p>	<p style="text-align: center;">Autumn</p> <p>Y3/4 (B): How have children's lives changed?</p>	<p style="text-align: center;">Spring</p> <p>Y3/4 (B): What was important to ancient Egyptians?</p>	<p style="text-align: center;">Summer</p> <p>Y3/4 (B): How did the achievements of the ancient Maya impact their society and beyond?</p>
	<p>Make inferences and deductions from primary and secondary sources.</p> <p>Explain why children needed to work.</p> <p>Identify the jobs Tudor and Victorian children had.</p> <p>Describe the working conditions of Tudor and Victorian children.</p> <p>Identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work.</p>	<p>Identify where and when ancient civilisations first appeared.</p> <p>Ask historically valid questions about sources.</p> <p>Identify Ancient Egypt's location and its key geographical features.</p> <p>Explain why the River Nile was important to ancient Egyptians.</p> <p>Explain the significance of the Rosetta Stone.</p>	<p>Sequence the key periods of the Ancient Maya civilisation.</p> <p>Identify periods that were happening in Britain at the same time.</p> <p>Explain how the Ancient Maya settled in the rainforest and the challenges they faced.</p> <p>Describe Ancient Maya beliefs.</p> <p>Name the features of the Ancient Maya cities.</p> <p>Make deductions about the Ancient Maya cities.</p> <p>Evaluate the reasons for the decline of the Maya civilisation.</p>

	Use sources to identify leisure activities and compare them over time. Identify diseases past children suffered from and discuss how effective the treatments were.	Explain the importance of gods and goddesses to people in ancient Egypt. Analyse mummification's connection to ancient Egyptian beliefs about the afterlife. Decide what was important to people in ancient Egypt.	Understand the importance of archaeologists, archivists and historians in constructing our understanding of the past.
Cycle Two 2025-26	Autumn Y3/4 (A): British history 1: Would you prefer to have lived in the Stone, Bronze or Iron Age?	Spring Y3/4 (A): British history 2: Why did the Romans invade and settle in Britain?	Summer Y3/4 (A): British history 3: How hard was it to invade and settle in Britain?
	Understand that prehistory was a long time ago. Accurately place AD and BC on a timeline. Identify conclusions that are certainties and possibilities based on archaeological evidence. Explain the limitations of archaeological evidence. Use artefacts to make deductions about the Amesbury Archer's life. Identify gaps in their knowledge of the Bronze Age. Explain how bronze was better than stone and how it transformed farming. Explain how trade increased during the Iron Age and why coins were needed. Identify changes and continuities between the Neolithic and Iron Age periods. Explain which period they would prefer to have lived in, providing evidence for their choice.	Explain what was important to people in Ancient Rome. Explain the meaning of the words 'empire', 'invasion' and 'settlement'. Analyse the different reasons for the Roman invasion of Britain. Explain how the Celts responded to the Roman invasion. Explain how the Roman army's structure, discipline and equipment made it so successful. Use artefacts to make deductions about the lives of Roman soldiers in Britain. Explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance.	Explain how the Britons felt when the Romans left Britain. Suggest reasons for the Anglo-Saxon invasion of Britain. Name the key features of Anglo-Saxon settlements. Identify changes and continuities in settlements from prehistoric Britain. Make inferences about artefacts. Describe how Anglo-Saxon beliefs changed. Explain how missionaries spread Christianity. Explain the threat the Vikings posed to the Anglo-Saxons. Identify the qualities needed to be a monarch in 1066.
Year 5/6			
Cycle One 2024-25	Autumn Y5/6 (B): What can the census tell us about local areas?	Spring Y5/6 (B): What is the legacy of the ancient Greek civilisation?	Summer Y5/6 (B): What was the Sikh Empire?
	Identify the type of information the census gives about people. Use the census to make inferences about people from the past. Create questions about Victorian working conditions and the thoughts and feelings of a Victorian working child. Identify and describe the changes between periods of time using the census. Use other primary and secondary sources to verify the data in a census. Use a range of sources, including the census, to build an understanding of a period. Describe the changes in the 1921 census. Plan a local history enquiry using the census.	Describe the features of Ancient Greece. Identify the key periods in the ancient Greek civilisation. Make inferences about Greek gods. Research a Greek god. Compare Athens and Sparta. Understand the different types of democracy. Explain how Athenian democracy worked. Explain what philosophy is. Identify the achievements of the ancient Greek philosophers. Identify the ancient Greeks' legacies and their impact. Use their knowledge of inventories, to create a realistic Tudor inventory.	Explain terms such as unification and absolute power. Identify the skills and behaviours of leaders that contributed to achieving a goal. Describe and assess the impact of beliefs on change. Identify the significance of a place. Make deductions and inferences from sources. Apply criteria to decide and explain historical significance. Describe how and why interpretations are different. Make observations and explain historical achievements.

Cycle Two 2025-26	Autumn (A): British history 4: Were the Vikings raiders, traders or something else?	Spring Y5/6 (A): British history 5: What was life like in Tudor England?	Summer British History 6: What was the impact of World War 2 on the people of Britain?
	<p>Explain where the Vikings came from and why they invaded Britain.</p> <p>Sequence events according to their significance for groups of people.</p> <p>Find evidence and make inferences from sources.</p> <p>Name Viking trade routes.</p> <p>Explain why trade routes were important to the Vikings.</p> <p>Identify the differences between Viking sagas.</p> <p>Evaluate the impact of Viking achievements.</p>	<p>Extract information about Henry VIII from portraits and written records.</p> <p>Justify their interpretation of Henry VIII using evidence from sources.</p> <p>Use sources to make deductions about Henry VIII's wives and use evidence to support deductions, evaluating his marriage requirements in the context of the Tudor period.</p> <p>Make deductions from a range of sources about marriage, power and punishment.</p> <p>Identify primary and secondary sources, and begin to explore their reliability.</p> <p>Select the relevant evidence required from sources and write an eyewitness account of Elizabeth I's Worcester Progress.</p> <p>Make deductions using inventories about the wealth and position of an ordinary Tudor person.</p> <p>Explain how inventories are useful to historians.</p>	<p>Identify the causes of World War 2.</p> <p>Identify the different phases in the Battle of Britain.</p> <p>Make deductions about the Blitz from photographs.</p> <p>Describe how children may have felt when evacuated.</p> <p>Evaluate the accuracy, reliability and usefulness of sources.</p> <p>Describe the impact WW2 had on women's and African-Caribbean migrant lives.</p>