History Overview 2026-2027

Skills and Knowledge	Learning Focus
EYFS- Understanding the World Opportunities for the children to reflect on memories and experiences from their own past and comment on images of familiar situations in the past. Comparing and contrasting people from the past and now by looking at photographs, listening to their stories and learning about their achievements. Key Stage 1 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 and answer 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. • Changes within living memory • Events beyond living memory that are significant nationally or globally • Investigate the lives of significant individuals in the past who have contributed to national and international achievements • People and places in their own locality	<u>EYFS</u> Ourselves Celebrations and events Farming past and present Stories from around the world Change (The Very Hungry Caterpillar) <u>Year 1</u> How am I making history? How have toys changed? How have explorers changed the world? <u>Year 2</u> How was school different in the past? How did we learn to fly? What is a monarch?

Skills and Knowledge	Learning Focus
Key Stage 2 • Pupils should 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. • They should 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. • Changes in Britain from the Stone Age to the Iron Age • The Roman Empire and its impact on Britain • Britain's settlement by AngloSaxons and Scots • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • A local history study • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared • 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	<u>Year 3</u> Would you prefer to live in the Stone Age, Bronze Age or Iron Age? Why did the Romans invade and settle in Britain? What was important to Ancient Egyptians? <u>Year 4</u> How have children's lives changed? How did the achievements of ancient Maya impact their society and beyond? What changed in Britain after the Anglo-Saxon invasion? <u>Year 5</u> Were the Vikings raiders, traders or something else? What was the impact of World War 2 on the people of Britain? What is the legacy of the ancient Greek civilisation? <u>Year 6</u> What was life like in Tudor England? What was the impact of World War 1 on the people of Britain? What can the census tell us about local areas?