



St Anne (Stanley) C of E Primary and Nursery School History Curriculum Overview 2025- 2026



TERM	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Understanding the World Past and Present, People, Culture and Communities (taught over the course of the year rather than following the discrete topics of the KS1 and KS2 curriculum) 3-4 year olds will learning to: 3 and 4 year olds will be learning to: Begin to make sense of their own life-story and family's history Children in Reception will be learning to (Including ELG) : Comment on images of familiar situations in the past Compare and contrast characters from stories, including figures from the past Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling;					
Year 1		<u>NC. Changes within living memory</u> What was life like when our Grandparents were children?		<u>NC. Significant historical events or people and places in their locality</u> Who are our local heroes?		<u>NC. Changes within living memory, aspects of change in national life.</u> How did our Grandparents have fun at the seaside?
Year 2		<u>NC. National events beyond living memory and significant individuals</u> The Great Fire of London		<u>NC. Lives of significant individuals of the past who have contributed to national and international achievements.</u> Who were the greatest explorers?	<u>NC. Changes In Britain from the Stone Age (Opening worlds curriculum)</u>	<u>NC Changes in Britain from the Stone age to the Iron age.</u> (Opening worlds curriculum)
Year 3	<u>N/C Ancient Egypt</u> How much did Ancient Egypt change over time? Change/continuity	<u>N/C Cradles of Civilisation</u> How similar and how different were Ancient Egypt and Ancient Sumer? Similarity and difference	<u>N/C Indus Valley Civilisation</u> How do we know about the Indus Valley civilisation? Evidential thinking	<u>N/C Persia and Greece</u> What did Greek city – states have in common? Similarity and difference	<u>N/C Ancient Greece</u> What can sources from Ancient Greece tell us? Evidential thinking	<u>N/C Alexander the Great</u> How did Alexander the Great conquer so much land? Causation
Year 4	<u>N.C. The Roman Empire and its impact on Britain</u>	<u>N.C. The Roman Empire and its impact on Britain</u>	<u>N.C. The Roman Empire and its impact on Britain</u>	<u>N.C. A non-European society that provides</u>	<u>N.C. A non-European society that provides</u>	<u>N.C. A non-European society that provides</u>

	The Roman Republic How much power did the senate have in the Roman Republic? Causation	The Roman Empire What can sources reveal about Roman ways of life? Evidential thinking	Roman Britain What kinds of knowledge about Roman Britain have historians been able to build from the sources? Change/continuity	<u>contrasts with British history</u> Christianity in three empires (300-600CE) What made each early Christian state special? Similarity/difference	<u>contrasts with British history</u> Islamic civilisations (1) Arabia and early Islam What kind of change did Muhammad bring about in Arabia? Causation	<u>contrasts with British history</u> Islamic civilisations (2) Cordoba: city of light How did worlds come together in Muslim Cordoba? Similarity and difference
Year 5	<u>N.C. A non-European society that provides contrasts with British history</u> Islamic Civilisations (3) The round city: Baghdad. Why were there so many restless minds in Cordoba and in Baghdad? Causation	<u>NC. Britain's settlement by Anglo-Saxons and Scots.</u> Anglo-Saxon Britain How have historians learned about Anglo Saxon Britain? Evidential thinking	<u>NC. Anglo Saxon struggle for the kingdom of England.</u> Vikings in Britain (1) Lady of the Mercians Why did Vikings dominate large parts of Britain by 910? Causation	<u>NC. Anglo Saxon struggle for the kingdom of England.</u> Norse culture How were the Norse connected with other lands and peoples? Similarity and difference	<u>NC. Anglo Saxon struggle for the kingdom of England</u> Vikings in Britain (2) Changing Rulers, changing Worlds How did the Vikings shape Britain? Change/continuity	<u>NC. Study an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066</u> Local history study based on transatlantic slavery What part did Liverpool play in the slave trade? Evidential thinking
Year 6	<u>N.C. A non-European society that provides contrasts with British history</u> The Maya How have historians learned about the Maya? How do historians know about the Maya? Causation	<u>NC. 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</u> Medieval African kingdoms How similar and different were medieval Ethiopia and Benin?	<u>NC: To ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</u> Cities in time (1) This Manchester man	SATS revision block	<u>NC Teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</u> Cities in time 2 Greek and Roman	<u>NC. a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</u> Britain in the era of the Second World War Causes and effects

		Similarities and differences	What can one man's story tell us about a changing industrial city? Causation		Contrasting cities How have cities differed? Similarity and difference	
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