



St Anne (Stanley) C of E Primary and Nursery School History Curriculum Overview 2026 - 2027



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> Why do we remember Bonfire Night?		<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 take control Causation

Year 4	<u>N.C.The Roman Empire and its impact on Britain</u> The Roman Republic Causation How did Rome become so powerful?	<u>N.C. The Roman Empire and its impact on Britain</u> The Roman Empire Evidential thinking What can sources reveal about Roman ways of life?	<u>N.C. The Roman Empire and its impact on Britain</u> Roman Britain Change/continuity What changed in Roman Britain?	<u>N.C. A non-European society that provides contrasts with British history –</u> Christianity in three empires (300-600CE) Similarity/difference How did rulers change Christianity	<u>N.C. A non-European society that provides contrasts with British history –</u> Islamic civilisations (1) Arabia and early Islam Causation Why did Islam spread so far and so fast?	Islamic civilisations (2) The Rise of Islam Similarity and difference How did worlds come together in Cordoba?
Year 5	<u>N.C. A non-European society that provides contrasts with British history –</u> 1 Islamic Civilisations (3) Depth focus: Baghdad. How was Baghdad connected with the rest of the world?	<u>NC. Britain's settlement by Anglo-Saxons and Scots.</u> Angles and Saxons Evidential thinking How do we know about the Anglo-Saxons in Britain?	<u>NC. Anglo Saxon struggle for the kingdom of England.</u> The Vikings Change/continuity How did the Vikings change England?	<u>NC. Anglo Saxon struggle for the kingdom of England.</u> Norse culture Similarities What connections* and similarities did the Norse peoples have with other peoples? *(both direct interactions with people, eg. trading and exploring, and similarities with other cultures, e.g. sagas and ancient epics)	<u>NC. Anglo Saxon struggle for the kingdom of England</u> Christianity in the British Isles. Change/continuity How did Christianity change as it travelled?	<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
Year 6	<u>N.C. A non-European society that provides contrasts with British history –</u> The Maya Geography of Maya on Yucatán peninsula Maya rulers, customs and structure	Consolidation of learning	Consolidation of learning. (SAT'S Preparation).	<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;</u>	<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</u>	<u>NC. a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</u>

	of society N.C. Maya agriculture including maize, chocolate. Maya language, art, cities and architecture Maya calendar and mathematics. Maya religious belief and practice including creation myth and ritual bloodletting. Historians' explanations for what happened to the Maya civilisation. Disciplinary focus: evidential thinking How do historians know about the Maya?			<u>characteristic features of past non-European societies; achievements and follies of mankind</u> Medieval African kingdoms This half-term's unit will focus on (i) material culture, society, government and technology in the medieval kingdom of Benin and (ii) material culture, society, government and technology in Ethiopia. This builds on pupils' earlier knowledge of East African worlds gained in Year 4 work on the empire of Aksum. Disciplinary focus: similarities and differences How similar and different were medieval Ethiopia and Benin?	<u>pupils understand both the long arc of development and the complexity of specific aspects of the content.</u> Cities in time 1 Shock cities The story of 19th century industrial Manchester told through the life of Abel Heywood, who first arrived in the slums of Manchester in 1819 and rose to oversee numerous city improvements become mayor and build the new town hall. Recurring characteristics of cities beginning with ancient Mesopotamia (revision Y3) Disciplinary focus: historical significance What can one man's story reveal about a city?	Britain in the era of the Second World War This unit will include the impact of war and post-war developments. It will include evacuation, the impact of WW2 on cities, towns and rural areas, and on diverse people, impact on small towns; the involvement of diverse peoples in a global war; the causes and effect of post-war migration to Britain, including Windrush; the causes and effects of the establishment of the NHS and mass secondary schooling. Disciplinary focus: similarity and difference How diverse were experiences of British people in the era of the Second World War?
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