



Whole School History Curriculum 2025 – 2026



	AUTUMN	SPRING	SUMMER
EYFS	<p style="text-align: center;">It's good to be me</p> <ul style="list-style-type: none"> Know some similarities and differences between things in the past and now – how they have changed. Explore some toys from the past and present. 	<p style="text-align: center;">Once Upon a Time</p> <ul style="list-style-type: none"> Draw on own experience to know the difference between past and present. Understand the past through settings, characters and events encountered. 	
Year 1 and 2	<p style="text-align: center;">Discovering History</p> <p>Exploring the concept of the past through pictures and stories to understand how lives used to be lived.</p>	<p style="text-align: center;">Romans in Britain</p> <p>Develop understanding that the Romans were an ancient civilisation and built an empire. They had well-organised large armies. Explore why the Roman army fell and the impact it still has on life today.</p>	<p style="text-align: center;">Powerful Voices</p> <p>Explore key figures from the past and today, including Gandhi, Rosa Parks, and Martin Luther King Jr.</p>
Substantive Knowledge	Substantive concepts: introducing ancestry and monarchy	Substantive concepts: introducing civilisation, empire, invasion, conquer and rebellion.	Substantive concepts: include empire, protest, civil rights and equality.
Disciplinary Knowledge	Disciplinary understanding: introduce sources, evidence, and historical significance.	Disciplinary understanding: historical sources and evidence and continuity and change.	Disciplinary understanding: concepts covered are sources and evidence, historical significance and continuity and change.
Year 3 and 4	<p style="text-align: center;">Stone Age to Iron Age</p> <p>Exploring the Palaeolithic, Mesolithic and Neolithic age. They will explore why people during these periods became hunter and gatherers.</p>	<p style="text-align: center;">Egyptians</p> <p>Explore the hierarchical society of the Egyptians and know that the Pharaoh as the leader. Learn why they lived near the Nile and the impact of the Nile flooding.</p>	<p style="text-align: center;">Victorians</p> <p>Learn that Queen Victoria was the second longest reigning monarch in British history. Introduce the industrial revolution and that is caused the rapid growth of cities.</p>
Substantive Knowledge	Substantive concepts: society, migration, religion trade and how conflict between warring tribes.	Substantive concepts: civilisation, society, power, hierarchy and religion	Substantive concepts: monarchy, industrialisation, urbanisation, empire, imperialism and poverty
Disciplinary Knowledge	Disciplinary concepts: introduce sources and evidence	Disciplinary concepts: sources and evidence, and similarities and differences.	Disciplinary concepts: sources and evidence, similarities and differences, continuity and change and historical significance of monarchs.
Year 5 and 6	<p style="text-align: center;">WWII – Coventry and the Blitz</p> <p>Explore the Battle of Britain and the Blitz from a military context and then what life was like in Coventry during this term of time.</p>	<p style="text-align: center;">Ancient Greece</p> <p>Ancient Greece was made up of independent city-states. Explore the importance of Athens as the birthplace of democracy. Learn about key philosophers. Understand the legacy of the Ancient Greeks.</p>	
Substantive Knowledge	Substantive concepts: empire, conflict, invasion, warfare, nationalism, propaganda, and genocide.	Substantive concepts: power, democracy, empire and civilisation.	
Disciplinary Knowledge	Disciplinary understanding: historical significance, similarity and difference and causation.	Disciplinary concepts: sources and evidence, and similarities and differences.	



Whole School History Curriculum 2026 – 2027



	Autumn Term	Spring Term	Summer Term
EYFS	<p style="text-align: center;">It's good to be me</p> <ul style="list-style-type: none"> Know some similarities and differences between things in the past and now – how they have changed. Explore some toys from the past and present. 	<p style="text-align: center;">Once Upon a Time</p> <ul style="list-style-type: none"> Draw on own experience to know the difference between past and present. Understand the past though settings, characters and events encountered. 	
Year 1 and 2	<p style="text-align: center;">Kings, Queens, and Leaders</p> <p>Developing their chronological understanding of leaders. Exploring the changes within their living memory with present day monarch. Develop understanding: causation, sources and evidence.</p>	<p style="text-align: center;">Parliament and PM</p> <p>Start to explore the declining power of the monarch and the increasing influence of the PM and Parliament.</p>	<p style="text-align: center;">The Tudors</p> <p>Diving deeper into how Britain was ruled in the past and the powerful dynasties that held power and how this was inherited.</p>
Substantive Knowledge	Substantive concepts: monarchy, law, tax, Parliament, religions, civil war power.	Substantive concepts: focused on power, Parliament, and democracy	Substantive concepts: monarchy, power, and religion
Disciplinary Knowledge	Disciplinary concepts:	Disciplinary understanding: historical significance and continuity and change.	Disciplinary understanding: sources, evidence, historical significance, and similarities/differences.
Year 3 and 4	<p style="text-align: center;">Life in Ancient Romans</p> <p>Includes Stone Age to the Iron Age and Romans in Britain. They will also explore the Roman Empire and how it expanded and ultimately fell.</p>	<p style="text-align: center;">Anglo Saxons</p> <p>Learning about the lives of the people who lived in this period and significant impact they had on life today.</p>	<p style="text-align: center;">The Scots, and the Vikings</p> <p>Learning about the lives of the people who lived in this period and significant impact they had on life today.</p>
Substantive Knowledge	Substantive concepts: empire, conflict, civilisation, power, and religion	Substantive concepts: migration, invasion, law, trade, settlement, religion, and monarchy.	Substantive concepts: migration, invasion, law, trade, settlement, religion, and monarchy.
Disciplinary Knowledge	Disciplinary understanding: concepts include historical significance, continuity and change and causation	Disciplinary understanding: concepts include similarities and difference, continuity and change and sources and evidence.	Disciplinary understanding: concepts include similarities and difference, continuity and change and sources and evidence.
Year 5 and 6	<p style="text-align: center;">WWII – The Homefront</p> <p>To explore the Home Front also played a significant role and the government used propaganda to encourage the people to support the war</p>	<p style="text-align: center;">The Suffragettes</p> <p>Explore democracy in Britain up until the 19th century. Learn about how and why the vote was extended to more men and will learn about Millicent Fawcett and Emmeline Pankhurst.</p>	<p style="text-align: center;">Benin Kingdom</p> <p>Explore who the leaders were and the impact that they had at the time and why it was known at the Golden Age. They will also explore the reason why the Kingdom declined.</p>
Substantive Knowledge	Substantive concepts: empire, conflict, invasion, warfare, nationalism, propaganda, and genocide.	Substantive concepts: include sustainability and climate change.	Substantive concepts: empire, conflict, civilisation, power, and religion
Disciplinary Knowledge	Disciplinary understanding: historical significance, similarity and difference and causation.	Disciplinary understanding: use maps and data to communicate issues that are important to our understanding of the environment.	Disciplinary understanding: concepts include historical significance, continuity and change and causation