EYFS History Curriculum Coverage and Progression 2026-2027

In Early Years, History forms part of **Understanding the World** and is delivered through a balance of adult-led activities and continuous provision.

Children begin by exploring their own experiences and developing an awareness of **past and present**. They talk about their families, recall events, and begin to understand changes over time. Through stories, photographs, and role play, they are introduced to events and people from the past.

Adults support learning through high-quality interactions, questioning and modelling language. Children are encouraged to use simple vocabulary such as *before, after, old and new*, helping them to begin to organise their understanding of time.

We use EYFS Development matters 'non-statutory curriculum guidance for the Early Years Foundation stage' as guidance. We then assess the children using the Early Learning Goals at the end of the academic year.

EYFS	**Autumn 1** Myself Family & Friends Autumn People Who Help Us	**Autumn 2** Bonfire Night and Fireworks Space Cultural Week Christmas	**Spring 1** Superheroes Science Week Animals Chinese New Year	**Spring 2** Room on the Broom The Gruffalo Great Berry Reading Week Easter	**Summer 1** Jack and the Beanstalk The Gingerbread Man The Three Little Pigs Dinosaurs	**Summer 2** Minibeasts Pirates and Mermaids Summer Year One
Objectives						
Comment on images of familiar situations in the past.						
Compare and contrast characters from stories, including figures from the past.						
ELG: Understanding the World: Past and Present						
Talk about the lives of 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.						

KS1 History Curriculum Coverage and Progression 2025-2026

Year 1	Autumn 1 Unit	Autumn 2 Unit	Spring 1 Unit	Spring 2 Unit	Summer 1 Unit	Summer 2 Unit
National Curriculum Objectives / Unit			Castles	Florence Nightingale		At the seaside
Subject or Topic Focus.						
Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.						
The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.						
Significant historical events, people and places in their own locality.						
History Skills and Enquiry.						
An understanding of the History of Britain and its place in the World.						
To understand History in the context of the wider World through differing cultures and time periods.						
To be able to apply and understand subject specific language.						
Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses						
Understand the methods of historical enquiry, including how evidence is used rigorously to make						

historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed						
Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; ,	While aspects of these skills will be explored, they lend themselves more naturally to study in Key Stage 2 due to their complexity. The National Curriculum does not draw a difference between Key Stages for these skills.					

Key knowledge learned and applied through learning throughout this unit.						
	-		- Why castles were built. - What was life like in a castle. - Continuity and change between eras - Describing historical features	- Life of a significant individual - Continuity and change - Describing historical features	-	Comparing own experiences to historical periods Continuity and change

Year 2	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**

	Unit	Unit	Unit	Unit	Unit	Unit
National Curriculum Objectives / Unit			Henry Ford	Great Fire of London	History of Explorers & Pirates.	
Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.						
The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.						
Significant historical events, people and places in their own locality.						
History Skills and Enquiry.						
An understanding of the History of Britain and its place in the World.						
To understand History in the context of the wider World through differing cultures and time periods.						
To be able to apply and understand subject specific language.						
Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analysis						
Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed						
Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; ,	While aspects of these skills will be explored, they lend themselves more naturally to study in Key Stage 2 due to their complexity. The National Curriculum does not draw a difference between Key Stages for these skills.					

Key knowledge learned and applied through learning throughout this unit.						
		-parts of a car -About Henry Ford -Ford production line - order cars in chronological order -make paper aeroplanes as production line - biography of Henry Ford		-now and then of London - know story of great fire through various formats -Know about Samuel Pepys -Know how London was rebuilt	-what is a pirate? - discuss a famous pirate -pirate language - advantages and disadvantages of being a pirate -pirate flags - design a pirate ship	

LKS2 History Curriculum Coverage and Progression

Year 3	Autumn 1 Unit	Autumn 2 Unit	Spring 1 Unit	Spring 2 Unit	Summer 1 Unit	Summer 2 Unit
National Curriculum Objectives / Unit	Ancient Egypt		Stone Age			Local Study
changes in Britain from the Stone Age to the Iron Age			x			
a local history study						
the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China						
History Skills and Enquiry.						
An understanding of the History of Britain and its place in the World.						
To understand History in the context of the wider World through differing cultures and time periods.						
To be able to apply and understand subject specific language.						
Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses						
Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed						
Gain historical perspective by placing their growing knowledge into different contexts, understanding the						

connections between local, regional, national and international history; ,						

Key knowledge learned and applied through learning throughout this unit.						
	• Place Ancient Egypt on a timeline • Discuss how long ago Ancient Egypt was • Research a historical topic • Explain the importance of The Nile • Write in simplified Hieroglyphics • Compare homes, food, school with other periods • The importance of Pharaoh • Mummification		• Produce approximati ons of Cave Art • Identify Skara Brae and Stonehenge • Explain hunter gatherer lifestyle • Explain stone tools • Identify differences in diet and home life including housing • Hunting and Stone Age Animals Portals to the Past Stone Age Workshop.			• Examine Physical changes in their environment. • Order historical changes • Use primary and secondary sources of history. • Make judgements on the statements of witnesses to historical events.

Year 4	**Autumn 1 Unit**	**Autumn 2 Unit**	**Spring 1 Unit**	**Spring 2 Unit**	**Summer 1 Unit**	**Summer 2 Unit**
National Curriculum Objectives / Unit		Industrial Revolution/Victorian Innovation	Ancient Greeks		Ancient Romans	
the Roman Empire and its impact on Britain						

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 and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China						Summer Ancient Cultures Week
Ancient Greece – a study of Greek life and achievements and their influence on the western world						
History Skills and Enquiry.						
An understanding of the History of Britain and its place in the World.						
To understand History in the context of the wider World through differing cultures and time periods.						
To be able to apply and understand subject specific language.						
Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses						
Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed						
Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; ,						

Key knowledge learned and applied through learning throughout this unit.

		• Names of British monarchs. • Facts about Queen Victorian: important dates and events related to Victoria's childhood and her succession to the throne. • Victorian period was one of immense change and influence in the world. • Innovations during the Victorian period. • Reasons for the Great Exhibition. • Great Berry Exhibition: Victorian Christmas market.	• Greek timeline. • that democracy started in Ancient Greece, but it was not the same as it is today. • Most important Ancient Greek god and goddesses and what they represented to the people who worshipped them. • That the Olympics started in Ancient Greece and was a huge event. The different states were often at war but there		• People who lived in Britain before the Romans arrived were the Celts. • Celts lived in tribes which were in constant conflict with each other. • Why people move from place to place. Reasons for the Roman invasion. • Countries the Roman Empire expanded to. • Celts reaction the Roman invasion. • Difference between Roman and Celtic soldiers and army. • Who Boudicca was and reasons for and consequences of her revolt.	

UKS2 History Curriculum Coverage and Progression

Year 5	Autumn 1 Unit	Autumn 2 Unit	Spring 1 Unit	Spring 2 Unit	Summer 1 Unit	Summer 2 Unit
National Curriculum Objectives / Unit			Anglo Saxons	Vikings		The Maya
the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor						
a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.						
the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China						
History Skills and Enquiry.						
An understanding of the History of Britain and its place in the World.						
To understand History in the context of the wider World through differing cultures and time periods.						
To be able to apply and understand subject specific language.						
Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses						
Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed						

Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; ,						

Key knowledge learned and applied through learning throughout this unit						
			• Understand that several different tribes invaded The British Isles after the Romans left • Understand the difference between invading and settling • Explain how important the Saxons were to the creation of England. • Explain the importance of Alfred the Great. • Show the Seven Kingdoms of Anglo Saxon England on a map	Explain where Vikings came from Explain where the Vikings travelled to. Locate where in the British Ilses Vikings attacked and settled. Elain the importance of Viking ships and sailing.. • Recognise how the life the Vikings differed from life today • Understand the importance of trade to Viking life		• Know how the Ancient Maya Civilization relate to other time periods they have already learnt about • Understand the Maya writing system and how it was used • Recognise how the family life of the Maya differed from life today • Construct a Maya settlement considering possible building techniques • Appreciate the importance of temples in the Maya community

Year 6	**Autumn 1 Unit**	**Autumn 2 Unit**	**Spring 1 Unit**	**Spring 2 Unit**	**Summer 1 Unit**	**Summer 2 Unit**
National Curriculum Objectives / Unit	World War II and the Home Front				Shakespeare	Shakespeare
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066						

a local history study					
History Skills and Enquiry.					
An understanding of the History of Britain and its place in the World.					
To understand History in the context of the wider World through differing cultures and time periods.					
To be able to apply and understand subject specific language.					
Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses					
Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed					
Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; ,					

Key knowledge learned and applied through learning throughout this unit.

	• identify key features of WWII. • understand the reasoning behind Britain's involvement in WW2. • understand the reasoning • behind Britain's involvement in • WW2. • learn features of air raid shelters and how they were use during the Blitz. What shelters were used in the East End in built up areas. understand evacuation. understand rationing understand the changing role of women in WW2. • learn about D-Day and its affect on the war			• life and background of Shakespeare. • know about theatre and in particular Elizabethan theatre. • consider Shakespearean language • retell the story of Macbeth to each other (x Eng)