

History Whole School Overview 2025-2026

Our goal for History education is that children gain an increasingly mature and informed historical perspective on their world, developing:

- a strong understanding of chronology and historical vocabulary;
- enquiry skills and an understanding of the importance of historical sources as evidence; and
- knowledge of the characteristics of, and developments during, different time periods.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Right of the month	September: Article 28 – the right to learn and go to school October: Article 12 – the right to be listened to	November: Article 19 – the right not to be harmed and to be looked after and kept safe December: Article 13 – the right to follow your own religion	January: Article 29 – the right to become the best you can be February: Article 42 – the right to learn about your rights	March: Article 7 – the right to a name and a nationality April: Article 24 – the right to food, water and medical care	April: Article 24 – the right to food, water and medical care May: Article 20 – the right to practice your own culture, language and religion	June: Article 22 – the right to special protection and help if you are a refugee July: Article 31 – the right to play and rest
Skill of the month	September: Listening October: Speaking	November: Teamwork December: GLOBAL GOALS	January: Problem Solving February: Staying Positive	March: Creativity April: GLOBAL GOALS	April: GLOBAL GOALS May: Aiming High	June: Leadership July: GLOBAL GOALS
Whole school days/events linked to History		St Andrew's Day Armistice Day Human Rights Day	St Patrick's Day Dr. Martin Luther King Jr. Day	St David's Day	St George's Day International Museums Day	Windrush Day Nelson Mandela Day
Nursery	Understanding the World Understand their place in the world: special photos, memories, comparing baby photos to now, sequencing events					
Reception	Understanding the World Developing understanding of past and present: timelines calendars, transitions, schools in the past, comparing Nursery with Reception, families, celebrations in the past, changing seasons, historical events and figures in stories					
Year 1	EQ: What has changed since my grandparents were children? Change and continuity			EQ: How have the streets around my school changed? A local history study Change and continuity Local history study	EQ: Who are Ibn Battuta, Amelia Earhart and Mae Jemison and why do they matter? Significance	
Year 2					EQ: What happened to London in the Great Fire of London? Cause and consequence Local history study Change and continuity	EQ: What impact did the Romans have on Britain? Cause and consequence Change and continuity

Year 3			EQ: What did the Ancient Egyptians believe? Significance	EQ: Who were the Anglo Saxons and the Vikings and why did they invade Britain? Similarity and difference Cause and consequence		
Year 4			EQ: How powerful was the monarchy in Tudor England? Significance Cause and consequence			EQ: Should the Benin Bronzes Be Returned? Cause and consequence
Year 5		EQ: What is the Legacy of Ancient Greece? Significance Cause and consequence	EQ: Did every Victorian live the same life? Similarity and difference			
Year 6	EQ: What is the story of World War 1? Cause and consequence	EQ: How did Islington change during World War 2? A local history study Change and continuity Local history study Significance				


History Knowledge and Skills Progression EYFS - Year 6 2025-2026



Our goal for History education is that children gain an increasingly mature and informed historical perspective on their world, developing:


- a strong understanding of chronology and historical vocabulary;
- enquiry skills and an understanding of the importance of historical sources as evidence; and
- knowledge of the characteristics of, and developments during, different time periods.

	KEY HISTORICAL CONCEPTS	SUBJECT KNOWLEDGE/CONTENT	HISTORICAL ENQUIRY AND INTERPRETATION	VOCABULARY
Understanding the World Aim	Emergent Chronological Understanding	Children: <ul style="list-style-type: none"> • 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; and • understand the past through settings, characters and events encountered in books read in class and storytelling. 	Listen to a broad selection of stories, non-fiction, rhymes and poems to foster understanding of our culturally, socially and ecologically diverse world.	Extend familiarity with words that support understanding across domains.
KS1 & KS2 National Curriculum Aim	Understanding of historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, enables children to use them to make connections, draw contrasts, analyse trends, frame historically-valid questions, and create their own structured accounts, including written narratives and analyses	Children know and understand: <ul style="list-style-type: none"> • the history of these islands as a coherent, chronological narrative, from the earliest times to the present day; and • how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. 	Pupils 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	Pupils gain and deploy a historically grounded understanding of abstract terms such as 'empire', civilisation, 'parliament', and 'peasantry'.
	KEY HISTORICAL CONCEPTS	SUBJECT KNOWLEDGE/CONTENT	HISTORICAL ENQUIRY AND INTERPRETATION	VOCABULARY

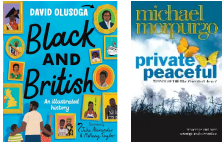
EYFS Subject Content (see termly plans for core texts)	1. Continuity and change: Look closely at similarities, differences, patterns and change; Develop understanding of changes over time	Nursery Begin to make sense of their own life-story and family's history	Understand their place in the world: special photos, memories, comparing baby photos to now, sequencing events	Answer 'how' and 'why' questions in response to stories or events. Be curious about people and show interest in stories	Extend familiarity with words by listening to a broad selection of stories, non-fiction, rhymes and poems
	2. Cause and consequence: Question why things happen and give explanations 3. Similarity/Difference: Know about similarities and differences between themselves and others, and among families, communities and traditions 4. Significance: Recognise and describe special times or events for family or friends	Reception Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Key questions 1. How have I changed since I was a baby? 2. Why do we wear different clothes at different times of the year? 3. and 4. What are our favourite celebrations each year?	Developing understanding of past and present: timelines calendars, transitions, schools in the past, comparing Nursery with Reception, families, celebrations in the past, changing seasons	Explain own knowledge and understanding and ask appropriate questions. Know that information can be retrieved from books and computers	Use common words and phrases relating to the passing of time (KS1 objective)

<p>Year 1 texts to support learning</p> 	<p>1. Continuity and change: Identify similarities / differences between ways of life at different times</p> <p>2. Cause and consequence: Recognise why people did things, why events happened and what happened as a result</p> <p>3. Similarity/Difference: Make simple observations about different types of people, events, beliefs within a society</p> <p>4. Significance: Talk about who or what was important e.g. in a simple historical account</p>	<p>Year 1 EQ: What has changed since my grandparents were children?</p> <ol style="list-style-type: none"> 1. What does 'in the past' mean? What does 'living memory' mean? 2. How do I communicate with other people? 3. How did my grandparents communicate with other people? 4. What is the difference between old technology and new technology? How can I tell this is old? 5. How did people communicate a very long time ago? <p>Possible trips / workshops: Museum of the Home</p> <p>Year 1 EQ: How have the streets around my school changed?</p> <ol style="list-style-type: none"> 1. What was Upper Street like before? 2. How has Upper Street changed? 3. What was in these shops before? 4. What was it like to shop for food? 5. How were my goods packaged or stored? 6. How did I pay for my purchases? <p>Possible trips / workshops: Local area walk</p> <p>Year 1 EQ: Who are Ibn Battuta, Amelia Earhart and Mae Jemison? Why do they matter?</p> <ol style="list-style-type: none"> 1. What is an explorer? 2. Why do people explore? 3. Who is Ibn Battuta? Where did he go? How did he travel? 4. Who is Amelia Earhart? Where did she go? How did she travel? 5. Who is Mae Jemison? Where did she go? How did she travel? 6. Can we compare different explorations? <p>Possible trips / workshops: Science Museum, story-telling workshop</p>	<p>Develop an awareness of the past</p> <p>Know where all people/events studied fit into a chronological framework</p> <p>Identify similarities/differences between periods</p>	<p>Ask and answer questions</p> <p>Understand some ways we find out about the past</p> <p>Find out about the past from a range of sources</p> <p>Choose and use parts of stories and other sources to show understanding (of key concepts)</p>	<p>Use common words and phrases relating to the passing of time</p> <p>Use a wide vocabulary of everyday historical terms</p>
<p>Year 2 texts to support learning</p>		<p>Year 2 EQ: What impact did the Romans have on Britain?</p> <ol style="list-style-type: none"> 1. Who were the Celts and the Romans? 2. Why did the Romans invade Britain? 3. Why did the Romans defeat the Celts? 4. What was it like to be a Roman in Britain? 5. What did the Romans leave behind that we still use today? / What did the Romans do for us? <p>Possible trips / workshops: Roman Amphitheatre, British Museum, London Mithraeum</p>			

		<p>Year 2 EQ: What happened to London in the Great Fire of London?</p> <ol style="list-style-type: none"> 1. What caused the Great Fire of London to start? 2. Why did the fire spread so quickly across London? 3. What happened to the building and homes during the fire? 4. How did the people of London try to stop the fire? 5. What changes were made in London after the fire? <p>Possible trips / workshops: The Monument, London Museum: Great Fire of London Live Stream</p>			
<p>Year 3 texts to support learning</p> 	<p>1. Continuity and change: Describe / make links between main events, situations and changes within and across different periods/societies</p> <p>2. Cause and consequence: Identify and give reasons for, results of historical events, situations, changes</p> <p>3. Similarity/Difference: Describe social, cultural, religious and ethnic diversity in Britain and the wider world</p> <p>4. Significance: Identify historically significant people and events in situations</p>	<p>Year 3 EQ: Who were the Anglo Saxons and Vikings, and why did they invade Britain?</p> <ol style="list-style-type: none"> 1. What was Saxon England like? 2. Which civilisations were interacting at the same time? 3. How were the Vikings viewed by the Saxons? 4. How should we view the Vikings? 5. How did England change between 410 - 1066AD? 6. Was King Alfred really 'great'? <p>Possible trips / workshops: British Museum, Viking workshop</p> <p>Year 3 EQ: What did the Ancient Egyptians believe?</p> <ol style="list-style-type: none"> 1. What can we learn about ancient civilisations? (Indus Valley, Sumer (Mesopotamia Modern Iraq), Shang dynasty China) 2. How can we discover what Ancient Egypt was like 5000 years ago? 3. What sources have survived and how were they discovered? 4. What was everyday life like for men, women and children? 5. What did the Ancient Egyptians believe about life after death? <p>Possible trips / workshops: British Museum, Petrie Museum UCL</p>	<p>Continue to develop chronologically secure knowledge of history and establish clear narratives within and across periods studied</p> <p>Note connections, contrasts and trends over time</p>	<p>Regularly address and sometimes devise historically valid questions</p> <p>Understand how knowledge of the past is constructed from a range of sources</p> <p>Construct informed responses by selecting and organising relevant historical information</p>	<p>Develop the appropriate use of historical terms</p>
<p>Year 4 texts to support learning</p>		<p>Year 4 EQ: How powerful was the monarchy in Tudor England?</p> <ol style="list-style-type: none"> 1. How did the Tudors rise to power and what role did the Wars of the Roses play in this? 2. Why were the Lancastrians and Yorkists in conflict during the Wars of the Roses? 3. What were the effects of the Battle of Bosworth on Britain and the monarchy? 4. How did sea exploration during the Tudor period impact Britain? 5. Why did Henry VIII establish the Church of England and how did it affect the country? 			

		<p>6. What was life like in Tudor Britain and what was the lasting impact of the Tudor dynasty?</p> <p>Possible trips / workshops: Tower of London, National Portrait Gallery</p> <p>Year 4 EQ: Should the Benin Bronzes be returned?</p> <ol style="list-style-type: none"> 1. Why is it important we study this history of Benin in school? 2. What was life like in the Kingdom of Benin 500-1000 years ago? 3. What can we learn about the Kingdom of Benin from artefacts and sources? 4. How did trade with Europeans change the Kingdom of Benin? 5. Why did Great Britain get involved in the Kingdom of Benin? 6. Should the Benin Bronzes be returned? <p>Possible trips / workshops: British Museum Africa Galleries</p>			
<p>Year 5 texts to support learning</p> 		<p>Year 5 EQ: Did every Victorian live the same life?</p> <ol style="list-style-type: none"> 1. How did industry and technology change? 2. Why and how did children's welfare change? 3. Why and how did women's rights change? 4. Why and how did the rights of Enslaved Africans change? 5. What was the same / different about life then and now? 6. What did the Victorians do for us? <p>Possible trips / workshops: Museum of the Docklands, Ragged School Museum</p> <p>Year 5 EQ: What is the Legacy of Ancient Greece?</p> <ol style="list-style-type: none"> 1. Who were the Ancient Greeks? 2. Why did the Ancient Greeks start the Olympic Games? 3. How did the Ancient Greeks celebrate the Olympic Games? 4. How did the Olympic Games help spread Greek culture to other places? 5. Why couldn't women compete in the ancient Olympic Games and how did this affect women's sports later on? 6. How did the ancient Olympics influence the creation of the modern Olympic Games? <p>Possible trips / workshops: Ancient Greek Workshop</p>			

Year 6 texts to support learnings



Year 6 EQ: What is the story of World War I?

1. How did relationships between countries change in the lead up to WW1?
2. What caused WW1?
3. How did life change at home?
4. What was life like in the trenches? What was the impact of WW1?
5. What were the key events during WW1?

Possible trips / workshops: Imperial War Museum

Year 6 EQ: How did Islington change in World War II?

1. How did relationships between countries change in the lead up to WW2?
2. What caused WW2?
3. How did life change at home? What was life like in Islington? What was life like in Nazi occupied countries?
4. What were key events during WW2?
5. What was the impact of WW2?
6. What can we learn from significant figures who were alive during WW2?

Possible trips / workshops: Churchill War Rooms