

History Whole School Overview 2026 - 2027

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: Adapting	March: Creativity April: GLOBAL GOALS	April: GLOBAL GOALS May: Planning	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 Local History Month	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	<u>Changes in Communication</u> How has communication changed since my grandparents were children?  			<u>Local History Study</u> How have the streets around my school changed?  	<u>Significant People</u> Who are Ibn Battuta, Amelia Earhart and Mae Jemison and why do they matter?  	
Year 2					<u>Great Fire of London</u> What happened to London in the Great Fire of London?  	<u>Romans</u> What impact did the Romans have on Britain?   
Year 3		<u>Ancient Egyptians</u> What did the Ancient Egyptians believe?  		<u>Anglo-Saxons</u> How did the Anglo-Saxons change Britain?  	<u>Vikings</u> How did England change from the Vikings to 1066?   	
Year 4		<u>Ancient Greece</u> What can the Olympic Games teach us about Ancient Greece?  	<u>Tudors</u> How powerful was the monarchy in Tudor England?   			<u>Kingdom of Benin</u> Should the Benin Bronzes be returned?   

Year 5			<u>Victorians</u> How did life in Britain change during Queen Victoria's reign?  	<u>Victorians</u> What can we learn from the British Empire and the transatlantic slave trade?   		
Year 6	<u>WW1</u> What is the story of World War 1?  	<u>WW2</u> How did Islington change during World War 2? A local history study   				<u>Stone Age to Iron Age</u> Which changes transformed prehistoric Britain?   

History Golden Threads from EYFS to Year 6

Our Golden Threads are key substantive concepts that run through our History curriculum from EYFS to Year 6. They provide a framework for organising historical knowledge and help children make meaningful connections between the different people, places, societies and periods they study.

The threads are deliberately revisited and developed over time, enabling children to build on prior learning and develop an increasingly rich and sophisticated understanding of each concept. This creates clear progression in substantive knowledge, as children encounter familiar concepts in new historical contexts, compare them across periods and use what they already know to understand new learning.

Golden Thread	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Monarchy & Power 	Leaders in stories and people who help us	Significant individuals who influenced others	Charles II and Roman rulers	Pharaohs and Anglo-Saxon kings	Tudor monarchs, Greek leaders and the Oba of Benin	Queen Victoria and power within the British Empire	Political and military leadership during WW1 and WW2

Golden Thread	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Invasion & Conflict 	Disagreements in stories and how they are resolved	Challenges and dangers faced by explorers	The Roman invasion of Britain and consequences of the Great Fire	Viking raids and Anglo-Saxon conflict	Religious conflict under the Tudor; the British invasion of Benin City	Resistance to enslavement and imperial expansion	Causes and consequences of WW1 and WW2
Settlement & Civilisation 	Homes, families, communities and belonging	Our local area and how it has changed	Roman towns and roads in Britain	Ancient Egyptian civilisation and Anglo-Saxon settlements	Greek city-states and the Kingdom of Benin	Growth and change in Victorian towns and cities	Development from Stone Age to Iron Age settlements and wartime communities
Migration & Movement 	Moving between Nursery and Reception; family moves	Explorers travelling the world and changes in our local community	Romans coming to Britain from across the Roman Empire	Anglo-Saxon and Viking migration to Britain	Greek colonisation and the spread of Greek culture	Movement of people within the British Empire	Evacuation and population movement during WW2
Trade & Connections 	Shops, buying, selling and exchanging goods	How developments in communication connected people across places and over time	How Roman roads and trade networks connected Britain to the wider Roman Empire	How Egyptians and Vikings traded with other places	How trade connected Ancient Greece and Benin with other societies	The Transatlantic Slave Trade and connections created through the British Empire	Iron Age trade and how wartime supply networks connected people and places
Beliefs, Culture & Legacy 	Celebrations, traditions, stories and memories	Different cultures and achievements through Ibn Battuta, Amelia Earhart and Mae Jemison	Roman beliefs, customs and legacy	Ancient Egyptian religion, beliefs about the afterlife and culture	Ancient Greek culture and the Olympic Games, Tudor religion and Benin art	Victorian values, society and social change	Remembrance and commemoration, the legacy of the World Wars and Make Do and Mend

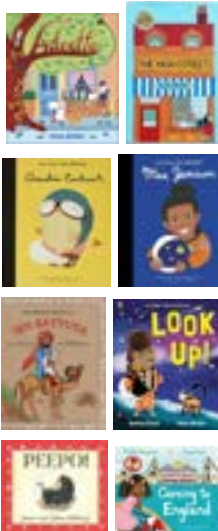
History Knowledge and Skills Progression EYFS - Year 6 2026 - 2027

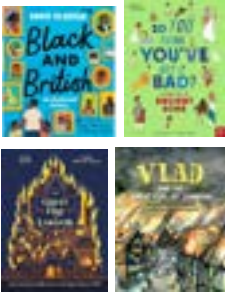
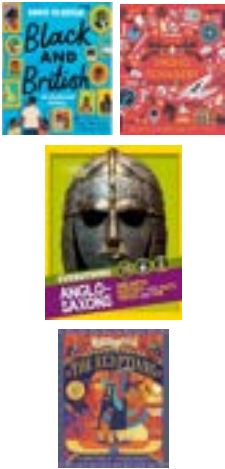
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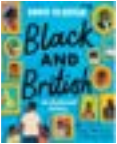
- a strong understanding of chronology and historical vocabulary;
- enquiry skills and an understanding of the importance of historical sources as evidence; and
- knowledge of the characteristics of, and developments during, different time periods.

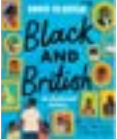
	KEY HISTORICAL CONCEPTS	SUBJECT KNOWLEDGE/CONTENT	HISTORICAL ENQUIRY AND INTERPRETATION	VOCABULARY
Understanding the World Aim	Emergent Chronological Understanding	Children: • talk about the lives of people around them and their roles in society; • know some similarities and differences between things in the past and	Listen to a broad selection of stories, non-fiction, rhymes and poems to foster	Extend familiarity with words that support understanding across domains.

		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.		understanding of our culturally, socially and ecologically diverse world.	
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: - 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 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	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 Explain own knowledge and understanding and ask appropriate questions.	Extend familiarity with words by listening to a broad selection of stories, non-fiction, rhymes and poems Use common words and phrases relating to the passing of time (KS1 objective)
		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	Know that information can be retrieved from books and computers	

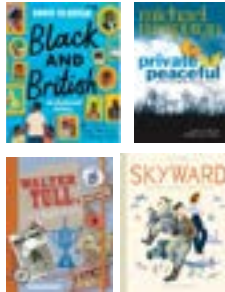
			Nursery with Reception, families, celebrations in the past, changing seasons		
Year 1 texts to support learning 	1. Continuity and change: Identify similarities / differences between ways of life at different times 2. Cause and consequence: Recognise why people did things, why events happened and what happened as a result 3. Similarity/Difference: Make simple observations about different types of people, events, beliefs within a society 4. Significance: Talk about who or what was important e.g. in a simple historical account	Year 1 EQ: How has communication changed since my grandparents were children? 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? Possible trips / workshops: Museum of the Home Year 1 EQ: How have the streets around my school changed? 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? Possible trips / workshops: Local area walk Year 1 EQ: Who are Ibn Battuta, Amelia Earhart and Mae Jemison? Why do they matter? 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? Possible trips / workshops: Science Museum, story-telling workshop	Develop an awareness of the past Know where all people/events studied fit into a chronological framework Identify similarities/differences between periods	Ask and answer questions Understand some ways we find out about the past Find out about the past from a range of sources Choose and use parts of stories and other sources to show understanding (of key concepts)	Use common words and phrases relating to the passing of time Use a wide vocabulary of everyday historical terms
Year 2 texts to support learning		Year 2 EQ: What happened to London in the Great Fire of London? 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? Possible trips / workshops: The Monument, London Museum: Great Fire of London Live Stream, St. Paul's Cathedral Year 2 EQ: What impact did the Romans have on Britain? 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? Possible trips / workshops: Roman Amphitheatre, British Museum, London Mithraeum			
Year 3 texts to support learning 	1. Continuity and change: Describe / make links between main events, situations and changes within and across different periods/societies 2. Cause and consequence: Identify and give reasons for, results of historical events, situations, changes 3. Similarity/Difference: Describe social, cultural, religious and ethnic diversity in Britain and the wider world 4. Significance: Identify historically significant people and events in situations	Year 3 EQ: What did the Ancient Egyptians believe? 1. What did Ancient Egypt have in common with other civilizations from that time? (Ancient Sumer, The Indus Valley and The Shang Dynasty of Ancient China.) 2. How do we know about Ancient Egypt 5000 years ago? 3. What secrets were hidden inside ancient tombs? 4. What was everyday life like in Egypt? 5. How did gods and goddesses shape everyday life? 6. What did the Ancient Egyptians believe happened after death? Possible trips / workshops: British Museum, Petrie Museum UCL Year 3 EQ: How did the Anglo-Saxons change Britain? 1. Who were the Anglo-Saxons and why did they come to Britain? 2. What was life like in an Anglo-Saxon village? 3. Who ruled Anglo-Saxon Britain? 4. What was discovered at Sutton Hoo? 5. What clues to the Sutton Hoo treasures give us about Anglo-Saxon life? 6. How did the Anglo-Saxons leave behind that we still use today? Possible trips / workshops: British Museum Year 3 EQ: How did England change from the Vikings to 1066? 1. Who were the Vikings? 2. Why did the Vikings come to Britain? 3. What happened when the Vikings decided to stay?	Continue to develop chronologically secure knowledge of history and establish clear narratives within and across periods studied Note connections, contrasts and trends over time	Regularly address and sometimes devise historically valid questions Understand how knowledge of the past is constructed from a range of sources Construct informed responses by selecting and organising relevant historical information	Develop the appropriate use of historical terms - see vocabulary progression document

		4. Why was Alfred called ‘the Great’? 5. How did a Viking become a King of England? 6. What can the Bayeux Tapestry tell us about the end of Anglo-Saxon England? Possible trips / workshops: British Museum, National Maritime Museum			
Year 4 texts to support learning    		Year 4 EQ: How powerful was the monarchy in Tudor England? 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? 6. What was life like in Tudor Britain and what was the lasting impact of the Tudor dynasty? Possible trips / workshops: Tower of London, National Portrait Gallery Year 4 EQ: What can the Olympic Games teach us about Ancient Greece? 1. Who were the Ancient Greeks and where did they live? 2. Why did the Ancient Greeks invent the Olympic Games? 3. What can Greek art tell us about the ancient Olympics? 4. What was it like to compete in the Ancient Olympics? 5. What have the Ancient Greeks given to our modern Olympic Games? Possible trips / workshop: British Museum, Sports event Year 4 EQ: Should the Benin Bronzes be returned? 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?			

		Possible trips / workshops: British Museum Africa Galleries, Horniman Museum			
Year 5 texts to support learning 		Year 5 EQ: How did life in Britain change during Queen Victoria's reign? 1. Who was Queen Victoria and what was life like in Britain at the start of her reign? 2. How did industry and technology change? 3. Why and how did children's welfare change? 4. Why and how did women's rights change? 5. What was the same / different about life then and now? 6. What did the Victorians do for us? Possible trips / workshops: Ragged School Museum Year 5: EQ: What can we learn from the British Empire and the transatlantic slave trade? 1. What was the British Empire? 2. What was the transatlantic slave trade and how was it linked to the British Empire? 3. Who gained from the slave trade and who suffered because of it? 4. What was life like for enslaved people and how do we know? 5. Why did people want to end the slave trade and slavery? 6. What lasting impact has the British Empire and the slave trade had on Britain and the wider world today? Possible trips / workshops: Museum of the Docklands and Black Victorians Workshop by The National Archives			

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, St. Mary's Church

Year 6 EQ: Which changes transformed prehistoric Britain?

1. Were Stone Age humans really that different from us?
2. Why did people stop hunting and start farming?
3. How did pre-historic people build Stonehenge?
4. Why was Stonehenge built?
5. Why changed Britain more: stone, bronze or iron?

Possible trips / workshops: Stone Age Workshop in school