

History Curriculum Knowledge and Skills Overview

	EYFS - NURSERY		
	Autumn	Spring	Summer
Unit	Who is in my family	What makes me me? <i>(Personal story)</i>	How have I changed? <i>(Exploring the past and present)</i>
EYFS Non Statutory Framework <i>Birth to 5 Matters</i>	Understanding the world - immediate past / immediate present / immediate future		
Key Vocabulary	Family, friend, mum, dad, *grandma, *grandad, brother, sister, auntie, uncle, parents, baby, older, younger *or whatever the family's chosen title is for their grandparents	Memory, remember, before, past, now, baby, toddler	Memory, remember, before, past, now,
Key Knowledge (Substantive)	Chn will: <ul style="list-style-type: none"> Respond to targeted questions about family and friends - identifying who is in their immediate family Share and talk about the people who are special to them. 	Chn will: Recall personal memories from different parts of their lives that have been shared with them from other family members	Chn will: <ul style="list-style-type: none"> Reflect on their time in nursery Recall and share personal memories of their experiences Say ways in which they have changed over time Say something they are looking forward to
Key Skills (Disciplinary)	The developmental statements are about a child's understanding of the past and their personal history. These statements are not about formal history, but about a child's growing ability to use time-related language, recall past events, and recognize changes over time.		

	EYFS - RECEPTION		
	Autumn	Spring	Summer
Unit	My Family Remembrance An old fashioned Christmas	Home Sweet Home Old Toys	Schools in the past Notting Hill Carnival
EYFS Statutory Framework - ELGs	<ul style="list-style-type: none"> Understanding the world - past and present People, culture and community 		
Key Vocabulary	Family, friend, mum, dad, *grandma, *grandad, brother, sister, auntie, uncle, parents, baby, older, younger, relationship poppy, world war, soldier, remembrance, past, ago, tradition *or whatever the family's chosen title is for their grandparents	Yesterday, today, tomorrow, history then, now, same, different, change, old, new, older, younger	School room, desk, rows, blackboard, past present celebration, carnival, Black history, memory, remember
Key Knowledge (Substantive)	Chn will: <ul style="list-style-type: none"> Name and talk about the special people in their family Say how they are related Understand that there were two world wars a long time ago Know that people remember the soldiers who died every year 	Chn will: <ul style="list-style-type: none"> Say the daily date Identify different types of house Know some features of their house Find some similarities and differences between their house 	Chn will: <ul style="list-style-type: none"> Say the daily date Recognise things they couldn't do but can now Reflect on their first school year in Reception and say a memory Identify key features of a school in 2025

	<ul style="list-style-type: none"> • Know a special service is held to remember them • Know people wear poppies to show they remember them their country • Say how Christmas is celebrated in 2025 at their house • Say similarities and differences between their personal Christmas and an old fashioned Christmas 	<p>and a house from a long time ago</p> <ul style="list-style-type: none"> • Use the present tense to describe the toys they play with now • Use the past tense to describe toys they played with when they were younger 	<ul style="list-style-type: none"> • Say similarities and differences between their school and an old school in the past • Begin to know some reasons why there is a Notting Hill carnival every year
Key Skills (Disciplinary)	<p>Understanding the World ELG: Past and Present</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. 		



	Autumn	Spring	Summer
Unit	The Royal Family	Transport and travel	Oh I do like to be beside the seaside!
National Curriculum <i>Pupils should be taught about:</i>	Changes within living memory	Changes within living memory	Significant historical events, people and places in their own locality.
Key Vocabulary	monarch, reign, royal, king, queen, prince, princess, heir, family tree, generation, mother, father, grandparent, great grandparent, siblings, aunt, uncle, cousin, son, daughter	transport, on foot, scooter, bicycle, motorbike, car, bus, train, lorry, canoe, boat, ship, aeroplane, hot air balloon, space shuttle, hovercraft, snowmobile, jumbo jet, helicopter, past, present, timeline, within living memory, beyond living memory, similarities, differences, compare, contrast, sources, carts, chariots, carriages, wagons, steam train, steam engine, locomotive, railway, Victorian era, diesel, electric, invention, factory, electric cars, hybrid cars, glider, space mission, spacecraft, lunar module, rocket, orbit. George Stephenson, Wilbur and Orville Wright, Neil Armstrong	Queen Victoria, Monarch, reign, timeline, Fleetwood, important people, places, locality, Blackpool, photographs, newspapers, seaside, transport, holidays, Sunday school
Key Knowledge (Substantive)	Leadership - <i>How have styles of leadership evolved over time?</i> Chn will:	Legacy - <i>How and why do we remember the past?</i> Chn will:	Childhood - <i>How have children's life experiences changed over time?</i> Chn will:

	<ul style="list-style-type: none"> • Know what a monarch is and can say what royal duties they have • Identify the qualities that make a good ruler • Understand how new monarchs are selected and can say ways the royal family has changed over time • Know ways in which the United Kingdom changed during Queen Elizabeth II's reign • Know King Charles III was the son of Queen Elizabeth II and he is the ruler of our country • Know who Prince George is and can find similarities and differences between his childhood and Queen Elizabeth's childhood 	<ul style="list-style-type: none"> • Name different ways people can travel • Give reasons why people travel • Demonstrate an understanding of the ways in which travel and transport has changed throughout history • Talk about what they know about the inventions of cars, trains and aeroplanes. • Know some of the significant people involved in the development of different types of transport. • Have an understanding of the chronology of the different points in history when various types of transport have been used and invented. • Talk about the ways in which developments of travel and transport have had an impact on people's lives and how it may continue to do so in the future. 	<ul style="list-style-type: none"> • Identify the features of a seaside holiday • Give reasons why people would choose to go to the seaside • Understand when and why seaside holidays became popular • Know what Victorian children would do if they came on holiday to Fleetwood • Say how seaside holidays have changed over time (similarities and differences) • Know when and why Queen Victoria came to Fleetwood • Say how the visit of Queen Victoria to Fleetwood was celebrated
Key Skills (Disciplinary)	<p>Historical significance</p> <p>Chn will:</p> <ul style="list-style-type: none"> • know where the people and events they study fit within a chronological framework 	<p>Similarities and differences</p> <p>Chn will:</p> <ul style="list-style-type: none"> • know where the people and events they study fit within a chronological framework 	<p>Similarities and differences</p> <p>Chn will:</p> <ul style="list-style-type: none"> • know where the people and events they study fit within a chronological framework

	<ul style="list-style-type: none"> • Use age appropriate historical terms <p>Recognise the royal family is considered significant because they are:</p> <p><u>Remarkable</u> - it was remarked upon by people at the time and/or since</p> <p><u>Remembered</u> - it was important at some stage in history within the collective memory of a group or groups</p> <p><u>Resulted in change</u> - it had consequences for the future</p> <p><u>Resonant</u> - people like to make analogies with it; it is possible to connect with experiences, beliefs or situations across time</p>	<ul style="list-style-type: none"> • Use age appropriate historical terms <p>compare people, events, or objects from different time periods to understand how things have changed over time and recognise how some things have stayed the same</p>	<ul style="list-style-type: none"> • Use age appropriate historical terms <p>note the similarities and differences between activities in the past, and modern day practices and give possible reasons for these differences.</p>
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	Autumn	Spring	Summer
Unit	The Royal Family	Transport and travel	Explorers
National Curriculum <i>Pupils should be taught about:</i>	Changes within living memory	Changes within living memory	The lives of significant individuals in the past who have contributed to national and international achievements.
Key Vocabulary	monarch, reign, royal, king, queen, prince, princess, heir, family tree, generation, mother, father, grandparent, great grandparent, siblings, aunt, uncle, cousin, son, daughter	past, present, timeline, within living memory, beyond living memory, similarities, differences, compare, contrast, sources, invention transport, on foot, scooter, bicycle, motorbike, car, bus, train, lorry, canoe, boat, ship, aeroplane, hot air balloon, space shuttle, hovercraft, snowmobile, jumbo jet, helicopter, carts, chariots, carriages, wagons, steam train, steam engine, locomotive, railway, diesel, electric, electric cars, hybrid cars, glider, space mission, spacecraft, lunar module, rocket, orbit. George Stephenson, Wilbur and Orville Wright, Neil Armstrong	important, remember, discovery, explorer, pioneer, voyage, new lands, new places, century, Matthew Henson, Robert Peary, Ooqueah, Ootah, Egingwah, Seegloo, North Pole, Arctic, polar, exploration, expedition, racism, Greenland, Inuit, medal, significant, famous, achievement, Felicity Aston, historic, Antarctica, South Pole, GPS, satellite, modern, recent Christopher Columbus, Americas, <i>Niña</i> , the <i>Pinta</i> , and the <i>Santa María</i> , colony Space, Moon, Apollo 11, NASA, space race, the Eagle, astronaut, Neil Armstrong, Buzz Aldrin
Key Knowledge (Substantive)	Leadership - <i>How have styles of leadership evolved over time?</i> Chn will:	Legacy - <i>How and why do we remember the past?</i> Chn will:	Civilisations - <i>How and why have societies evolved over time?</i> Chn will:

	<ul style="list-style-type: none"> • Know what a monarch is and can say what royal duties they have • Identify the qualities that make a good ruler • Understand how new monarchs are selected and can say ways the royal family has changed over time • Know ways in which the United Kingdom changed during Queen Elizabeth II's reign • Know King Charles III was the son of Queen Elizabeth II and he is the ruler of our country • Know who Prince George is and can find similarities and differences between his childhood and Queen Elizabeth's childhood 	<ul style="list-style-type: none"> • Name different ways people can travel • Give reasons why people travel • Demonstrate an understanding of the ways in which travel and transport has changed throughout history • Talk about what they know about the inventions of cars, trains and aeroplanes. • Know some of the significant people involved in the development of different types of transport. • Have an understanding of the chronology of the different points in history when various types of transport have been used and invented. • Talk about the ways in which developments of travel and transport have had an impact on people's lives and how it may continue to do so in the future. 	<ul style="list-style-type: none"> • Know what an explorer is and give reasons why people explore • Compare expedition items from the past with modern day equipment • Know facts about Christopher Colombus's explorations • Know facts about Matthew Henson's achievements • Know facts about Felicity Aston's achievements • Know facts about Tim Peake's achievements
Key Skills (Disciplinary)	<p>Historical significance</p> <p>Chn will:</p> <ul style="list-style-type: none"> • know where the people and events they study fit within a chronological framework 	<p>Similarities and differences</p> <p>Chn will:</p> <ul style="list-style-type: none"> • know where the people and events they study fit within a chronological framework 	<p>Historical significance</p> <p>Chn will:</p> <ul style="list-style-type: none"> • know where the people and events they study fit within a chronological framework

	<ul style="list-style-type: none"> • Use age appropriate historical terms <p>Recognise the royal family is considered significant because they are: <u>Remarkable</u> - it was remarked upon by people at the time and/or since</p> <p><u>Remembered</u> - it was important at some stage in history within the collective memory of a group or groups</p> <p><u>Resulted in change</u> - it had consequences for the future</p> <p><u>Resonant</u> - people like to make analogies with it; it is possible to connect with experiences, beliefs or situations across time</p>	<ul style="list-style-type: none"> • Use age appropriate historical terms <p>compare people, events, or objects from different time periods to understand how things have changed over time and recognise how some things have stayed the same</p>	<ul style="list-style-type: none"> • Use age appropriate historical terms <p>Recognise the experiences and the achievements of the explorers are considered significant because they are: <u>Remarkable</u> - it was remarked upon by people at the time and/or since</p> <p><u>Remembered</u> - it was important at some stage in history within the collective memory of a group or groups</p> <p><u>Resulted in change</u> - it had consequences for the future</p> <p><u>Revealing</u> - of some other aspect of the past</p>
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	Year 3		
	Autumn	Spring	Summer
Unit	Stone, Bones, Bronze and Iron	Ancient Greeks	Romans

National Curriculum <i>Pupils should be taught about:</i>	Changes in Britain from Stone Age to Iron Age	Ancient Greece – a study of Greek life and achievements and their influence on the western world	The Roman Empire and its impact on Britain
Key Vocabulary	Prehistory / prehistoric, archaeology (ist), migration, evidence, artefacts, nomadic, forage, hunter gatherers, Bronze, Iron, trade, burial, tomb, henge, long barrow, hill fort, fortified, agriculture, permanent, Stonehenge, settlement	Athens, Sparta, Greece, democracy, oligarchy, Monarchs, council, advisors, elected, rule, government, philosophies, values, city state, culture, legacy	Invasion, empire, overthrown, alliance, military, legion, culture, army, Celts, tribes, emperor, conquer, conquests, Boudicca, heroine, Londinium, Colchester, St Albans, Cassius Dio, Tacitus, legacy
Key Knowledge (Substantive)	<p>Legacy - <i>How and why do we remember the past?</i></p> <p>Chn will:</p> <ul style="list-style-type: none"> Know what is meant by the term prehistory Know how we have learned so much about the prehistoric periods of time Say how and why aspects of daily life changed over the stone age / bronze age / iron age Identify aspects of daily life that stayed the same over the stone age / bronze age / iron age Say why Stonehenge is considered to be a historically significant place 	<p>Leadership - <i>How have styles of leadership evolved over time?</i></p> <p>Chn will:</p> <ul style="list-style-type: none"> Know when and where the Ancient Greeks lived Understand what was happening in British history at the time of the Ancient Greeks Have an understanding of the different forms of government in Ancient Greece Identify similarities and differences between the ancient and modern Olympic Games Know key facts about how children were raised in Ancient Greece 	<p>Civilisations - <i>How and why have societies evolved over time?</i></p> <p>Chn will:</p> <ul style="list-style-type: none"> Know when and where the Romans lived Know how the Romans fit into British history Name some Roman emperors (Julius Caesar, Claudius) Give reasons why the Romans wanted to invade Britain Know facts about military life in the Roman army Know who Boudicca was and can give key facts about her life Identify ways the Romans had an impact on our modern day lives (legacy)

		<ul style="list-style-type: none"> Identify ways Ancient Greece has had an impact on our modern day lives (legacy) 	
Key Skills (Disciplinary)	<p>Continuity and change</p> <p>Chn will:</p> <ul style="list-style-type: none"> know where the people and events they study fit within a chronological framework Use age appropriate historical terms ask and answer historical questions, using stories and other sources to show knowledge and understanding of the past Understand that our knowledge of the (prehistoric) past is constructed from a range of historical sources and evidence and it is open to interpretation Identify what aspects of a time period will change and what aspects will stay the same/similar Note connections, contrasts and trends over time 	<p>Historical significance</p> <p>Chn will:</p> <ul style="list-style-type: none"> know where the people and events they study fit within a chronological framework Use age appropriate historical terms Know there are events beyond living memory that are significant nationally or globally Know an event/development is considered significant because it is: <u>Remarkable</u> - it was remarked upon by people at the time and/or since <u>Remembered</u> - it was important at some stage in history within the collective memory of a group or groups <u>Resulted in change</u> - it had consequences for the future <u>Resonant</u> - people like to make analogies with it; it is possible to 	<p>Cause and consequence</p> <p>Chn will:</p> <ul style="list-style-type: none"> know where the people and events they study fit within a chronological framework Use age appropriate historical terms Know that every historical event occurred because of a series of events that happened beforehand - things don't just happen without a reason. Understand CAUSE is the "how and why" behind a historical event. Understand CONSEQUENCE is the results or effects of the event that took place. Know that consequences can be both positive and negative. Understand consequences can affect individuals, societies, or even the environment.



		connect with experiences, beliefs or situations across time & space <u>Revealing</u> - of some other aspect of the past’.	
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	Year 3/4 and 4		
	Autumn	Spring	Summer
Unit	Stone, Bones, Bronze and Iron	Ancient Greeks	Fleetwood Folk
National Curriculum <i>Pupils should be taught about:</i>	Changes in Britain from Stone Age to Iron Age	Ancient Greece – a study of Greek life and achievements and their influence on the western world	Significant historical events, people and places in their own locality.
Key Vocabulary	Prehistory / prehistoric, archaeology (ist), migration, evidence, artefacts, nomadic, forage, hunter gatherers, Bronze, Iron, trade, burial, tomb, henge, long barrow, hill fort, fortified, agriculture, permanent, Stonehenge, settlement	Athens, Sparta, Greece, democracy, oligarchy, monarchs, council, advisors, elected, rule, government, philosophies, values, city state, culture, legacy	Wyre Estuary, Peter Hesketh, Decimus Burton, Victorian, entrepreneur, Industrial Revolution, development, transport, settlement, expansion, architect, migration, Charles Saer, councillor, Education Board, betterment, mayor, legacy, significance, cause, consequence
Key Knowledge (Substantive)	Legacy - <i>How and why do we remember the past?</i> Chn will:	Leadership - <i>How have styles of leadership evolved over time?</i> Chn will:	Legacy - <i>How and why do we remember the past?</i> Chn will:

	<ul style="list-style-type: none"> • Know what is meant by the term prehistory • Know how we have learned so much about the prehistoric periods of time • Say how and why aspects of daily life changed over the stone age / bronze age / iron age • Identify aspects of daily life that stayed the same over the stone age / bronze age / iron age • Say why Stonehenge is considered to be a historically significant place 	<ul style="list-style-type: none"> • Know when and where the Ancient Greeks lived • Understand what was happening in British history at the time of the Ancient Greeks • Have an understanding of the different forms of government in Ancient Greece • Identify similarities and differences between the ancient and modern Olympic Games • Know key facts about how children were raised in Ancient Greece • Identify ways Ancient Greece has had an impact on our modern day lives (legacy) 	<ul style="list-style-type: none"> • Know why Peter Hesketh is considered to be of historical significance to the people of Fleetwood • Know the reasons why Peter Hesketh chose to build his new town at Fleetwood • Know that the expansion of the rail network by businessmen, who wanted to invest and profit in its development, was the main cause for the construction of Fleetwood. • Look at Census data to understand who came to live in Fleetwood and the kinds of jobs they had • Know why Charles Saer had a school named after him
Key Skills (Disciplinary)	<p>Continuity and change</p> <p>Chn will:</p> <ul style="list-style-type: none"> • know where the people and events they study fit within a chronological framework • Use age appropriate historical terms • ask and answer historical questions, using stories and other sources to show 	<p>Historical significance</p> <p>Chn will:</p> <ul style="list-style-type: none"> • know where the people and events they study fit within a chronological framework • Use age appropriate historical terms • Know there are events beyond living memory that are significant nationally or globally 	<p>Historical significance</p> <p>Significant historical events, <u>people</u> and places in their own locality</p> <p>Chn will:</p> <ul style="list-style-type: none"> • know where the people and events they study fit within a chronological framework • Use age appropriate historical terms

	<p>knowledge and understanding of the past</p> <ul style="list-style-type: none"> • Understand that our knowledge of the (prehistoric) past is constructed from a range of historical sources and evidence and it is open to interpretation • Identify what aspects of a time period will change and what aspects will stay the same/similar • Note connections, contrasts and trends over time 	<ul style="list-style-type: none"> • Know an event/development is considered significant because it is: <u>Remarkable</u> - it was remarked upon by people at the time and/or since <u>Remembered</u> - it was important at some stage in history within the collective memory of a group or groups <u>Resulted in change</u> - it had consequences for the future <u>Resonant</u> - people like to make analogies with it; it is possible to connect with experiences, beliefs or situations across time & space <u>Revealing</u> - of some other aspect of the past'. 	<ul style="list-style-type: none"> • Know an event/development is considered significant because it is: <u>Remarkable</u> - it was remarked upon by people at the time and/or since <u>Remembered</u> - it was important at some stage in history within the collective memory of a group or groups <u>Resulted in change</u> - it had consequences for the future <u>Resonant</u> - people like to make analogies with it; it is possible to connect with experiences, beliefs or situations across time & space <u>Revealing</u> - of some other aspect of the past'.
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	Year 5 / 6		
	Autumn	Spring	Summer
Unit	Maya	World War II	The Windrush Generation
National Curriculum <i>Pupils should be taught about:</i>	A non-European society that provides contrasts with British history	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond

		1066	1066
Key Vocabulary	Maya, mesoamerica, civilisation, society, city state, government, religion, step pyramids, animism, shrines, archaeology, artefact, primary source, historical interpretation	invasion, Fascism, expansion, dictatorship, alliance, reparations, evacuation, civilian, evacuees, migration. voluntary, local authority, Welfare State, rationing	Empire, motherland, nationality, immigration, ethnic minority, discrimination, prejudice, inequality, anti-racism, laws, culture, legacy, significance, multicultural
Key Knowledge (Substantive)	<p>Civilisations - <i>How and why have civilisations evolved over time?</i></p> <p>Chn will:</p> <ul style="list-style-type: none"> • Know when and where the Maya lived • Know what was happening in British history within the same time period • Understand how the Maya were able to survive and thrive in the rainforest • Understand aspects of the Maya way of life, including religious beliefs and leadership • Make links to other civilisations they have studied 	<p>Childhood - <i>How have children's life experiences changed over time?</i></p> <p>Chn will:</p> <ul style="list-style-type: none"> • Know that WW2 was caused by a combination of different factors. • Know the consequence of the war was the death of 85 million people, the destruction of towns and cities, the destruction of crops and the transport network. • Know it led to the biggest mass migration within Britain of evacuees. • Understand the experiences of the evacuated children differed massively • Identify aspects of life that did not change as a result of the war e.g. children still had to attend school and there were still inequalities in wealth and living conditions. 	<p>Justice and equality - <i>How have the ideas and practices of justice and equality evolved throughout history?</i></p> <p>Chn will:</p> <ul style="list-style-type: none"> • Know that the Windrush Generation is considered to be the beginning of Multicultural Britain. • Know some of the reasons for the migration from the West Indies • Know difficulties the migrants faced including prejudice and discrimination. • Know why Floella Benjamin is considered a significant person • State ways the Windrush generation had an impact on Britain • Understand laws have been passed to make Britain a fairer place to live

		<ul style="list-style-type: none"> Understand that just because the war ended, everything did not immediately return to how it was before the war 	
Key Skills (Disciplinary)	<p>Historical evidence</p> <p>Chn will:</p> <ul style="list-style-type: none"> know where the people and events they study fit within a chronological framework Use age appropriate historical terms <ul style="list-style-type: none"> Know historical evidence is any source that provides information about the past Know evidence can be a primary source or a secondary source Understand this evidence is used to make historical claims and interpret events from the past Begin to discern how and why contrasting arguments and interpretations of the past have been constructed 	<p>Cause and consequence</p> <p>Chn will:</p> <ul style="list-style-type: none"> know where the people and events they study fit within a chronological framework Use age appropriate historical terms <ul style="list-style-type: none"> Know that every historical event occurred because of a series of events that happened beforehand - things don't just happen without a reason. Understand that CAUSE is the "how and why" behind a historical event. Understand that CONSEQUENCE is the results or effects of the event that took place. Know that consequences can be both positive and negative. Recognise that the effects can be immediate or have a long-term "ripple effect" through time. Understand consequences can affect individuals, societies, or even the environment. 	<p>Historical significance</p> <p>Chn will:</p> <ul style="list-style-type: none"> know where the people and events they study fit within a chronological framework Use age appropriate historical terms <ul style="list-style-type: none"> be aware that historical significance is a decision that modern people make about what is important from our past. Understand these can be particular events, people, locations and ideas as being particularly important to us. It can mean that different people consider different things to be significant. An event/development is considered significant if they are: <u>Remarkable</u> – it was remarked upon by people at the time and/or since <u>Remembered</u> – it was important at some stage in history within the collective memory of a group or groups

		<ul style="list-style-type: none"> Have an awareness that historical events are connected, with earlier events leading to later ones. 	<p><u>Resulted in change</u> – it had consequences for the future</p> <p><u>Resonant</u> – people like to make analogies with it; it is possible to connect with experiences, beliefs or situations across time & space</p> <p><u>Revealing</u> – of some other aspect of the past’.</p>
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