



## History Coverage 2025-2026

AIM	Pupils should extend a chronologically secure knowledge and understanding of British, local and world history, within and across the periods they learn about. They should identify connections, trends and contrasts over time and apply the appropriate use of historical terminology. They should develop a secure understanding how our knowledge of the past is constructed from a range of sources and construct responses that involve thoughtful selection and organisation of relevant historical information from a variety of sources. Pupils should ask and answer historically valid questions about change, cause, similarity and difference, and significance. Through enquiry, evidence-based learning, pupils learn to ask thoughtful questions, consider different viewpoints, and form reasoned conclusions. The curriculum is designed to nurture curiosity, strengthen critical thinking, and ensure pupils gain the knowledge and disciplinary skills needed to understand continuity, change, cause, and consequence across time.									
	PRE SCHOOL	NURSERY	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	
ADVENT	Understanding the World in the Early Years focuses on helping children make sense of their lives and the world around them by exploring people, communities and the natural environment. Through play, stories and real-life experiences, children learn about family, similarities and differences, nature, seasons, animals and changes in the world, developing curiosity, respect for others, and an understanding beyond their immediate experiences. (CLL and UW link)			<u>Toys and Games</u>  Changes within Living Memory  Key knowledge - How games and toys have changed over the last 100 years.	<u>Lives of significant individuals</u>  Neil Armstrong, Nelson Mandela, Queen Elizabeth II, Florence Nightingale, Mary Seacole, Marcus Rashford, Alexander Graham Bell and Walt Disney  Key knowledge- Why are these people significant today?	<u>Stone age to Iron age</u>  Key knowledge- The development of Britain through the ages. Stone Age, Bronze Age, Iron Age  Study of Skara Brae Stonehenge	<u>Romans and their impact on Britain</u>  Key knowledge- How did the Romans change life in Britain for ordinary people. What evidence of Roman life still visible today?	<u>Viking and Anglo-Saxon struggle for Britain</u>  Key knowledge- How the Vikings eventually beat the Anglo Saxons. Three centuries of conflict from Viking raids to a Viking King of England.	<u>Freedom from Slavery</u>  Key knowledge- How was the slave trade abolished? How has it impacted on our lives today? Study of individuals that fought for freedom from slavery – Harriet Tubman and Olaudah Equiano.	
				LENT	Make connections between the features of their family and other families.  Notice differences between people	Begin to make sense of their own life-story and family's history.  Show interest in different occupations	Comment on images of familiar situations in the past  Compare and contrast characters from stories, including figures from the past  Draw information from a simple map	<u>Transport</u>  Events beyond living memory  Key knowledge – How transport has changed over time and the impact this has had.	<u>Local Study: Luton</u>  Key knowledge – The changes in Luton over time. Comparing our local area in the past and present.	<u>Ancient Egypt</u>  Key knowledge- The achievements of one of the earliest civilisations.
PENTECOST	<u>Castles</u>  Changes beyond living memory  Key knowledge- How have castles changed over time? What purposes do they serve today?	<u>The Great Fire of London</u>  Events beyond living memory  Key knowledge- Why is this a globally significant event? What were the causes and consequences of the fire?	<u>Kings and Queens of England</u>  Key knowledge- The changing power of the monarchy over time.					<u>Anglo Saxons- Britain's Settlement</u>  Key knowledge- Roman withdrawal from Britain. Life in Anglo Saxon Britain including village life	<u>Benin (West Africa) c. AD 900-1300</u>  How did the Benin empire develop? What impact did the European contact have on Benin? Why did the Benin empire decline?	<u>Crime and Punishment</u>  Key knowledge- development of crime and punishment through the ages and how does it compare to today?