



North Leigh Rolling Curriculum Overview : History – Autumn Term

Year	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
A . 2025-2026	ELG Talk about the lives of people around them and their roles in society My family - Who is in my family? Sharing photos Similarities and differences as I have grown (Growing up timeline). ELG: know some similarities and differences between things in the past and now	“Digging into the Past”: Years 2 – 4 What was it like to be a child? education, childhood, games, homes and clothing Years 5 – 6 What is their legacy? How do we know how they lived? Significant people & events KS1: Changes within living memory comparison KS2: Ancient Civilisations: Ancient Egypt, Ancient Greece, Maya					
B . 2026-2027	Remembrance Day. Why do we have poppies? ELG: Understanding the past through settings, characters and events encountered in books read in class	“Journeys”: What did they live in? KS1: Changes beyond living memory KS2: Invaders & Settlers: Stone Age to Iron Age, Romans, Anglo-Saxons, Vikings					World War 2 Making of Modern Britain
C. 2027-2028	Events of the past – Arctic explorers People of the past – Shackleton ELG: know some similarities and differences between things in the past and now	“Movers and Shakers”: Who are our heroes? KS1: Lives of significant individuals KS2: 20th Century Britain: World War 2, Britain through the decades					
A . 2028-2029	Homes of the past (inspired by fairy tale homes) Artefacts (household objects) from the past. ELG: know some similarities and differences between things in the past and now	“Footsteps into the Past”: What did they find? KS1: Changes within living memory comparison KS2: Ancient Civilisations: Ancient Egypt, Ancient Greece, Mayans					
B . 2029-2030	David Attenborough and his achievements in the natural world. ELG Talk about the lives of people around them Seaside holidays in the past. Comparison with own experiences. How they have changed this year.	“On the move”: How did they travel? KS1: Changes beyond living memory KS2: Invaders & Settlers: Stone Age to Iron Age, Romans, Anglo-Saxons, Vikings					
C. 2030-2031	Transition into Year 1.	“Change Makers”: How did they change our lives? KS1: Lives of significant individuals KS2: 20th Century Britain: World War 2, Britain through the decades					

History National Curriculum End of KS expectations

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.
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Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
Pupils should be taught about: • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life; • events beyond living memory that are significant nationally or globally [for example the Great Fire of London, the first <u>aeroplane</u> flight or events commemorated through festivals or anniversaries]; • 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 [for example Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary <u>Seacole</u> and/or Florence Nightingale and <u>Edith Cavell</u>]; • significant historical events, people and places in their own locality.	Pupils should be taught about: • changes in Britain from the Stone Age to the Iron Age; • the Roman Empire and its impact on Britain; • Britain's settlement by Anglo-Saxons and Scots; • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor; • a local history study; • 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; • Ancient Greece – a study of Greek life and achievements and their influence on the western world; • 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.