

History long-term knowledge growth

Rationale for content sequencing



Year N	Substantive historical content	Recurring themes, ideas and language	Contribution to wider historical knowledge and what later content this prepares for
	<p>In Nursery, children begin to develop an awareness of history by exploring past and present events in their own lives. They recall and talk about significant moments such as birthdays, celebrations, and their first day of Nursery, helping them understand the concept of time. Through discussions and hands-on activities, they start to recognise if objects are old or new and observe changes over time, such as seasonal shifts and weather patterns. The introduction of time-related vocabulary, including words like "old" and "new," as well as the days of the week, supports their understanding of the passing of time. Additionally, children show curiosity about different occupations and how roles may change over time, fostering an early appreciation of history and its connection to their everyday experiences.</p>		
Year R	Substantive historical content	Recurring themes, ideas and language	Contribution to wider historical knowledge and what later content this prepares for
Autumn	<p>Personal and Family History (All About Me) In Reception, children build on their understanding of history by exploring personal and family history in greater depth. They talk about themselves, their families, and significant past events in their own lives, such as birthdays, looking at baby photos, and sharing special family traditions. Through activities like creating simple family trees and "when I was a baby" discussions, they begin to develop a sense of chronology and recognise how they have changed over time. Teachers encourage conversations about what they could do as a baby compared to now, helping them understand personal growth and change. These experiences lay the foundation for historical thinking by fostering an awareness of the past and its connection to the present.</p>	<p>In Reception, children are introduced to key historical themes, ideas, and language that help them develop an early sense of time and change. They explore recurring concepts such as past and present, old and new, and the passing of time through discussions, stories, and hands-on activities. Simple time-related vocabulary, including "yesterday," "today," "tomorrow," "long ago," and "now," is regularly used to help children sequence events and understand change over time. Through comparing objects, learning about historical figures, and exploring seasonal changes, children begin to make connections between the past and their own experiences. Storytelling, curiosity, and hands-on exploration are central to this stage, ensuring history is engaging and meaningful as they develop an awareness of how the world and people change over time.</p>	<p>In Reception, children develop a sense of chronology by using simple time-related vocabulary and sequencing events from their own lives. Through storytelling and hands-on exploration, they begin to understand change over time, preparing them to explore historical events in Year 1 and beyond.</p>

	<p>Traditional Stories and Historical Figures In Reception, children begin to explore history through traditional stories and significant historical figures. They listen to and engage with stories from the past, including fairy tales and real-life events, helping them develop an early understanding of historical narratives. Through topics such as Guy Fawkes and the Gunpowder Plot around Bonfire Night or Mary Anning's discovery of fossils, they learn about key figures and events that shaped the past. Children also recognise the importance of historical figures in their own lives, such as grandparents, and discuss how life was different when they were young. Special events like Remembrance Day and royal celebrations provide meaningful opportunities to connect with history, fostering curiosity and an appreciation of the past.</p>		
	<p>Objects and Artefacts In Reception, children develop their understanding of history through hands-on experiences with old and new objects, such as toys, clothes, and household items. By comparing these to modern equivalents, they begin to recognise changes over time and how everyday life has evolved. This is explored further in the KAPOW unit, where children investigate different technologies and their development. At this stage, history is introduced through storytelling, curiosity-driven discussions, and making simple connections rather than focusing on specific dates or detailed facts. The aim is to nurture a sense of time, change, and their own place in the world,</p>		

	laying the foundation for future historical learning.		
Year 1	Substantive historical content	Recurring themes, ideas and language	Contribution to wider historical knowledge and what later content this prepares for
Year 1 Autumn 2	<p>Incredible Inventors: How have inventors improved our lives?</p> <p>Know what an inventor does, why people become inventors and identify similarities and differences between inventions</p> <p>Develop an awareness of the past and how people and events fit within a chronological framework</p> <p>Know how John Logie Baird, Alexander Graham Bell and Karl Benz contributed to national and international achievements</p> <p>Know how the invention of the telephone, television and car changed people's lives</p> <p>Know how the inventions of ancient civilisations changed people's lives</p>	<p>Pupils further develop their awareness of 'chronology' by creating timelines of inventions, including inventions beyond their living memory. They use 'artefacts', pictures and stories to find out about the past and develop an awareness of 'reliable sources'. Pupils build understanding of how 'significant people' such as John Logie Baird and Alexander Graham Bell have 'impacted people's lives today'. They explore how 'inventions' such as the light bulb and telephone have 'changed people's lives forever'.</p>	<p>Pupils develop their understanding of chronology and use appropriate vocabulary to describe events in time. This prepares pupils to learn about other historical events beyond their memory such as The Great Fire of London in Year 2 and is preparation for further learning of ancient civilisations in Year 3.</p>
Year 1 Spring 1	<p>Wheely Great Transport: How has public transport changed?</p> <p>Develop an awareness of chronology, using common words and phrases relating to the passing of time and place images of transport on a timeline</p> <p>Compare the similarities and differences between ways of transport in different periods</p> <p>Recount significant elements from an historical event</p> <p>Know how Richard Trevithick and George Stephenson contributed to national and international achievements</p>	<p>Pupils begin to develop an awareness of transport in the past. They begin to develop their understanding of the 'past' and 'present', while continuing to develop their understanding of 'chronology' based on events beyond their memory. Pupils explore the 'cause and consequence' of the sinking of the Titanic and how the event has changed modern day sea travel.</p>	<p>Pupils develop their understanding of 'chronology' and the significance of key individuals in history. An understanding of significant individuals' contributions to history allows children to understand how individuals have influenced the future, which further develops their concept of time. Year 2 develops knowledge of chronology and the significance of key individuals in history such as King Charles II and Florence Nightingale.</p>
Year 1 Summer 1/2	A Journey Into Space:	<p>Pupils develop their understanding of the significance of a 'global historical event' and develop their knowledge of significant people</p>	<p>Pupils will continue to further their understanding of how key events in history impact people's lives. This is a recurring theme throughout KS1/KS2.</p>

	<p>Know the significance of the Wright brothers in space travel.</p> <p>Know that Neil Armstrong was the first man to walk on the moon, and that this was a significant event which had global impact</p> <p>Compare the national and international achievements of Tim Peake and Neil Armstrong</p> <p>Compare daily life for Neil Armstrong and Tim Peake in space, make interpretations.</p> <p>Know that Mae Jemison was the first black woman to go into space and that Helen Sharman was the first British female to enter space.</p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the past and discuss reliable sources</p>	<p>involved such as 'Neil Armstrong' and 'Mae Jemison'. They also develop their chronology skills by placing key events on a timeline and understand how other significant individuals in history such as the Wright brothers influenced future events in history. Pupils further develop their skills of using reliable sources to find out about the past.</p>	<p>Pupils use evidence to build a picture of a past event in order to offer a reasonable explanation of their understanding. They understand that artefacts from key events in history help establish an understanding of lives and experiences. This prepares pupils well for learning about the Great Fire of London in Year 2, and significant individuals such as Florence Nightingale and Mary Seacole.</p>
Year 2	Substantive historical content	Recurring themes, ideas and language	Contribution to wider historical knowledge and what later content this prepares for
Year 2 Autumn 2	<p>Fire! Fire!: Did the Great Fire of London change peoples' lives?</p> <p>Explore factors causing the Great Fire of London and the role building materials and fire fighting methods played in the amount of damage</p> <p>Compare daily life before and after the fire</p> <p>Know some of the key historical figures of the time</p> <p>Investigate and interpret artefacts and secondary sources and know some of the strengths and limitations of information they provide</p>	<p>Pupils develop an awareness of what life was like in London before, during and after The Great Fire of London. Pupils continue to develop their understanding of 'past' and 'present', together with an understanding of chronology based on events beyond significant memory. They develop an awareness of why The Great Fire of London happened and of the role of key historical figures such as Samuel Pepys, King Charles II and Thomas Farynor. Pupils explore how the fire service and its equipment developed and contributed to stopping the fire.</p>	<p>Pupils build on their knowledge from Year 1 of London transport. Developing an understanding of The Great Fire of London ensures pupils have a secure understanding of chronology as a recurring theme based on previous learning. This understanding of chronology prepares pupil's for going back to the Stone Age, Iron Age and other ancient civilizations. Learning about Charles II and how he was pivotal in stopping the fire lays the foundation for learning about the Monarchy and how it has changed, including the absolute and constitutional Monarchy in Year 5.</p>
Year 2 Spring 1	<p>Look After Me: Did women play an important role in the Crimean War?</p>	<p>Pupils develop an understanding of the lives of significant individuals and make comparisons between them. They ask questions about why these individuals were significant and the changes that they have made to the health care service.</p>	<p>Becoming secure with their knowledge of using historical sources to find evidence and examining these sources critically, supports pupils in preparation for their learning throughout the KS2 programme of study. Medicine is a recurring</p>

	<p>Understand the lives and role of significant individuals: Florence Nightingale, Mary Seacole and Elizabeth Garrett Anderson</p> <p>Know how gender and class attitudes at the time limited the roles women were expected to undertake</p>	<p>Pupils learn about how Florence Nightingale and Mary Seacole changed hospital hygiene, improved conditions and well being during the Crimean War, using a range of historical sources to support this knowledge. Pupils explore the significance of Elizabeth Garrett Anderson and why becoming the first female doctor was revolutionary during this time period.</p>	<p>theme throughout the curriculum including learning about Al- Zahrawy in Year 5 and alternatives to Western medicine in Year 6.</p>
Year 3	Substantive historical content	Recurring themes, ideas and language	Contribution to wider historical knowledge and what later content this prepares for
Year 3 Autumn 1	<p>Hunter Gatherers: Was life in the Stone Age more difficult?</p> <p>Understand BC and AD, place the Stone Age on a timeline, compare dates with that of the Great Fire of London</p> <p>Stone Age diet, including food and hunting, tools, shelters</p> <p>Ask and answer questions about the Stone Age by deducing information from objects</p>	<p>As well as furnishing a specific reference point in time and space, a secure knowledge of the Stone Age ensures pupils leave primary school with an understanding of early hunter-gatherers and the difficulties that early humans had to face. Pupils will understand concepts such as living off the land. They will learn to appreciate that many tools and things used in the modern age are, to a degree, based on ideas developed by early humans in the Stone Age.</p>	<p>Pupils are prepared to look at other types of early people they will encounter in their study of the Bronze Age and Iron Age. Looking at where the Stone Age fits on a timeline will orientate pupils in time and enable them to grasp ideas related to the Bronze Age and Iron Age. In the Year 6 unit on WW2, pupils will be better able to appreciate what it means to live off the land and use the resources around them.</p>
Year 3 Autumn 2	<p>Magnificent Metals: When do you think it was better to live – Stone Age, Bronze Age or Iron Age?</p> <p>Add time periods, in order, to previously constructed timeline</p> <p>Impact of transport and trade during the Bronze and Iron Ages</p> <p>Metallurgy: Impact of smelting ore on the way people lived in Britain</p> <p>Process of extracting and developing bronze and iron tools</p>	<p>A secure knowledge of the Bronze Age and Iron Age ensures pupils leave primary school with an understanding of how people made tools and weapons. Pupils are able to appreciate how different ancient civilisations developed at different speeds. They appreciate how innovations in the technique of smelting ore impacted on tools and weapons, and had an influence on daily life in ancient times.</p>	<p>Pupils are prepared to look at the other early civilisations they will encounter in Year 3 and a depth study of Ancient Egypt. In upper KS2 pupils will be able to appreciate that weapons and tools can help civilisations win wars and be powerful. In learning about transport and trade, pupils will start asking more questions about where new goods came from - crucial for work on Ancient Rome in Year 4.</p>
Year 3 Summer 1	<p>Ancient 4 Civilisations:</p> <p>Know what else was happening in the world at the time of the Ancient Egyptians</p>	<p>Pupils will leave school armed with specific examples of layers and patterns of cities that lead to achievements and successful societies.</p>	<p>In learning about the achievements of a society, pupils are prepared to start asking more questions about what we can learn from the Romans and Greeks in Year 4. Learning about trade routes helps children to start wondering</p>

	Learn what ancient civilisations need to have in order to function as a city Know some of the greatest achievements of each ancient civilisation	The influence of Ancient Civilisations will give pupils a human grasp of how the ancient world operated, from government to sewage systems. Having studied ancient civilisations in Year 3, the recurring theme on world civilisations allows them to think about 'Meanwhile elsewhere...'	where things come from and how things are transported in the Romans and Greek topic.
Year 3 Summer 2	Tomb Raiders: Great archaeological investigations of Ancient Egypt: Howard Carter and the tomb of Tutankhamen Ancient Egyptian Gods and Goddesses, funerary rites in Egypt, including mummification and pyramids Pharaohs and social structure Egyptian art and writing	Learning about Ancient Egyptians ensures pupils leave school with a strengthened grasp of the richness and complexity of ancient religion, art, belief, culture, society and governments. Stories learned will ensure that words such as 'kingdom', 'ancient', 'belief', 'system' and the concept of land as a political entity to be 'divided' or 'owned' by rulers is embedded.	Pupils are also ready to start to make comparisons with contrasting forms of government and military forms that they will encounter in their study of Romans and Greece in Year 4 . Becoming secure in the stories of Ancient Egyptians means that pupils are also oriented in time/narrative and space/geography to quickly grasp stories related to the Roman and Greek Empire.
Year 4	Substantive historical content	Recurring themes, ideas and language	Contribution to wider historical knowledge and what later content this prepares for
Year 4 Spring 1	Groovy Greeks: What have the Ancient Greeks done for us? Key dates to inform when the Ancient Greeks became an influential empire within the wider world How the Ancient Greeks influenced trade and power The development of the Macedonian empire and the impact of the life of Alexander the Great	When added to the knowledge of Ancient Egyptians in the previous year, pupils have an understanding that empires borrow from one another in relation to language, culture, architecture and law. Through studies of artefacts and architecture pupils explore how trade was linked to power within ancient civilizations and how ancient Greece influenced this. By focusing on the life and achievements of Alexander the Great, pupils develop an understanding of the Macedonians and their role in the fall of the Greek states. They are introduced to terms of 'democracy' and 'citizen' when commenting upon Greek society and how this has influenced British governments today.	Pupils are ready to start to make comparisons with contrasting empires and forms of governing societies. By becoming secure in the geographical and chronological mapping of ancient civilisations, pupils are able to comment upon the development of past influences on present society. An understanding of Greek democracy and rule leads to a better sense of sociological features such as law, citizenship, government and trade that is explored in Year 6 during topics related to Britain and Northern America . Becoming secure in the stories and religions of Ancient Greece, children are able to make better

	How the ancient Greeks have influenced life in Britain today: democracy, philosophy, architecture, arts, sports, science and technology		sense their importance in relation to later units such as Islamic civilisations in Year 5.
Year 4 Spring 2	Romans on the Rampage: How successful was the Roman army in conquering Britain?	Pupils continue to develop their understanding of ancient civilisations, developing specific examples of complexities that lead to both states of war and peace. Through the chronology of significant events, pupils are able to identify how Celt tribes occupied much of Europe before the growth of the Roman Empire. Exploring how the Roman Empire grew through both trade and war across southern Europe, pupils will be introduced to terminology such as 'fleet', 'conquer', 'occupy', 'invasion' and 'immigration'. Pupils explore life in Celtic Britain before Roman invasion and highlight reasons for British control and need for natural resources. They learn the importance of Roman war strategy in their success, as well as the significance of Hadrian's wall. Pupils explore the social, environmental and architectural impact that the Romans had on Britain, developing a depth of understanding of rule of law, technology, economy, education and religion in a time of great prosperity.	The study of further ancient civilisations ensures pupils become orientated in time and geography in order to make better sense of historical events related to trade, war and power. Pupils begin to make direct comparisons based upon their own understanding to promote further enquiries in later units. Pupils embed an understanding of religions, rule of law and architecture to help identify the development of key influences of Roman life on modern Britain. Pupils explore this further in British culture when looking at WW2.
	Development of the Roman Empire within Europe		
	Roman invasion of Britain and significance of Hadrian's wall		
	How the Romans influenced Britain		
Year 4 Summer 1	Romans on the Rampage (cont):	Pupils continue to deepen their subject knowledge related to the Roman Empire and its growth and rise to power across Europe. Through a focus on the early reforms of the military developed by Gaius Marius, pupils learn the impact of specific ranks, organisation and formations used. They make connections to previous terms related to the Macedonian army of King Philip in order to make comparisons. Pupils explore aspects of the life of soldiers from other periods to help deduce information about the	This continued study of the Roman Empire enables children to broaden links between historical empires and civilisations, whilst building a continuing overview and understanding of how the military has impacted on the development of the modern world. Pupils use evidence to build a picture of a past event in order to offer a reasonable explanation of their understanding. They understand that remaining artefacts from key events in history
	The Roman army and developments in tactics and formations		
	Events of Pompeii and impact upon the environment at that time		

		<p>past and the impact that the Roman army still has on today's military.</p> <p>Pupils develop a chronologically secure knowledge and understanding of events related to the city of Pompeii and Mount Vesuvius. Using sources of evidence related to the event, pupils deduce information in order to form lines of enquiry and explore different attitudes and experiences of the event. They make comparisons to the existing Bay of Naples to identify the impact the event had on people and the environment.</p>	<p>help establish an understanding of ancient lives and experiences.</p>
Year 5	Substantive historical content	Recurring themes, ideas and language	Contribution to wider historical knowledge and what later content this prepares for
Year 5 Autumn 1	<p>Striving for Civilisation: Why was there a struggle between the Anglo Saxons and Vikings, and who won what?</p> <p>Invasion of Britain by the Saxons, Jutes and Angles, where they settled, why they settled and what lasting impact they have had on Britain</p> <p>Invasion of Britain by the Vikings, including if Alfred the Great really deserves the title of 'Great'</p> <p>How archeological finds have impacted on our understanding of the Vikings and the Saxons</p>	<p>Continuing to develop the skills of plotting events in time, pupils will leave primary school with an understanding of how Britain was left vulnerable at the end of the Roman Empire's reign, how 'laws' and 'rights' had different meanings for different people during this period of history and how the invasion of Britain by the Saxons and then the Vikings impacts on our lives today. Pupils will weigh up the pros and cons of what is considered to be a 'Great' member of the monarchy and link this to their prior knowledge of British Monarchy from King John onwards.</p>	<p>In learning about the development of the British civilisation, pupils will be well prepared to make direct comparisons with Early Islamic Civilisations of the same time period.</p> <p>By making comparisons, and evaluating the key figures within this time period, pupils will be prepared to study the key figures of World War II in Year 6.</p>
Year 5 Autumn 2	<p>Striving for Civilisation: What is the national and international legacy of Early Islamic Civilisation?</p> <p>Compare the Early Islamic civilisation of Baghdad to London on 900AD, including the structure of the city, its importance to modern civilisation, the House of Wisdom and architecture</p>	<p>Pupils develop a knowledge of Early Islamic Civilisation, key figures within this time period and key developments in medicine, education and science. Comparisons between Early Islamic Civilisation and Britain during the Saxon and Viking invasions will further develop pupil's analytical skills. Through investigation and research into Al-Zahrawi, pupils make</p>	<p>Pupils will build on this, learning about the importance of a culture's literary, artistic and architectural heritage and the vocabulary associated with it through their work on Indigenous Americans in Year 6.</p>

	Ibn Battuta and his Rihla	comparisons and links to prior learning of medicine in Britain with Florence Nightingale.	
	Al-Zahrawi and the development of Muslim Medicine in Early Islamic Civilisations		
Year 5 Spring 1	Monarchy Mayhem: How has the role of the monarchy changed in British history?	As well as providing a reference point in time and space, pupils will leave primary school with an understanding of the British monarchy and how it has developed over time. Building on knowledge of the key British Values, the contribution made by Charles II to prevent the Fire of London spreading, and the roles and responsibilities of our current monarch, pupils investigate, research and evaluate the key figures in the British Monarchy, from King John, to Henry VIII and Queen Victoria, and their impact on British society then and now, including democracy.	Pupils' knowledge of British Monarchy from King John onwards builds on their study of Anglo Saxons and whether Alfred the Great really deserved the title of 'Great'.
	Key monarchs in British history including King John, Henry VIII and Queen Victoria and their impact on society then and now		
	An understanding of an absolute and a constitutional monarch		
	How laws and actions of previous monarchs have had a lasting impact on British society		
Year 6	Substantive historical content	Recurring themes, ideas and language	Contribution to wider historical knowledge and what later content this prepares for
Year 6 Spring 1	Your Country Needs You: Why was the Battle of Britain so significant in British history?	WW2 was the most catastrophic conflict in history – the only true global war. Pupils develop a chronologically secure knowledge and understanding of British History and a broad overview of life in Britain during WW2. They understand how our knowledge of the past is constructed from a range of primary and secondary sources, use evidence to build a picture of a past event and their reasoning to justify their responses. Pupils are introduced to new, topic specific vocabulary and concepts such as: ration, Dig for Victory, propaganda, self sufficient, spitfire, air raid, German Lutwaffe, Royal Air Force, Battle of	A secure knowledge of chronology prepares pupils for securing knowledge and understanding of the timeline of the development of the church, politics and industry in Britain through the ages. This unit also prepares children for their study of the holocaust. Using historical evidence will continue to ensure pupils are able to evaluate and build a historically accurate picture of the past and its impact on modern society.
	Place WW2 events and historical figures on a timeline using dates		
	Understand the need for evacuation and what life was like to be an evacuee during WW2		
	Know who Churchill was and what role he played in the Battle of Britain		
	Know why the spitfire was so vital to the Battle of Britain		

	Rationing, its lasting impact on Britain and a comparison with Britain today	Britain, Winston Churchill, evacuee, billeting officer, neutral areas, identity card, danger zones, host family, global, allied, axis, appeasement, evacuation and home front.	
Year 6 Summer 1/2	Windrush What were the key events that impacted the people on the Empire Windrush and the Windrush generation.	Pupils develop a chronologically secure understanding of the Windrush era (1948–1971) and why people from the Caribbean were invited to Britain after WW2. They learn how our knowledge of this period is constructed from a range of primary and secondary sources , including passenger lists, photographs, oral histories, government documents and news reports. Pupils use evidence to build a picture of the experiences of the Windrush Generation and justify their historical interpretations. Pupils are introduced to new, topic-specific vocabulary and concepts such as: Empire Windrush, Caribbean, migration, Commonwealth, discrimination, prejudice, equality, settlement, contribution, citizenship, Sam Beaver King, British Nationality Act, NHS, London Transport, labour shortage, oral history, primary source, secondary source, community, culture. A secure understanding of this period prepares pupils for later study of post-war Britain, civil rights movements, immigration, diversity in modern Britain , and the long-term impact of the British Empire.	This unit also prepares pupils for future learning about human rights, identity, and social justice. Using historical evidence continues to strengthen pupils' ability to evaluate sources, question reliability and build a historically accurate picture of how the past shapes modern society.
	What led to the Empire windrush.		
	Who was Sam Beaver King?		
	What were the experience of the Windrush Generation?		