

## HISTORY: CURRICULUM OVERVIEW 2025 - 2026



KS1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Queen Elizabeth II  <b>Disciplinary focus:</b> evidential thinking	Learning about the recent past through our communities and families (Last 100 years)  <b>Disciplinary focus:</b> similarity and difference.	Stories about the distant past (Britain and Ireland; Africa)  <b>Disciplinary focus:</b> evidential thinking	Using photographs to understand the recent, local past:  <b>Disciplinary focus:</b> evidential thinking  <i>Local study of Preston through photography</i>	Stories of six famous rulers (before 1800)  <b>Disciplinary focus:</b> evidential thinking	Ships and seafarers through time  <b>Disciplinary focus:</b> change/continuity
Year 2	Life in London in later Stuart England (1660-1714)  <b>Disciplinary focus:</b> evidential thinking	Great change-makers of the world  <b>Disciplinary focus:</b> causation.	Queen Victoria and the Victorian period  <b>Disciplinary focus:</b> change/continuity	Children's lives in Victorian times  <b>Disciplinary focus:</b> similarity and difference.	The Stone Age  Our ancestors as hunter-gatherers  <b>Disciplinary focus:</b> evidential thinking	Bronze Age and Iron Age  The farming revolution  <b>Disciplinary focus:</b> change/continuity

KS2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<b>Ancient Egypt</b> Location, settlements, power structure  Disciplinary focus: change/continuity. In what ways did ancient Egypt change?	<b>Cradles of Civilisation</b> Ancient Mesopotamia  Disciplinary focus: similarity and difference. How similar and how different were Ancient Egypt and Ancient Sumer?	<b>Indus Valley Civilisation</b>  Disciplinary focus: evidential thinking. How do we know about the Indus Valley civilisation?	<b>Persia and Greece</b>  Disciplinary focus: similarity and difference. What did Greek city-states have in common?	<b>Ancient Greece</b> Athenian democracy & empire  Disciplinary focus: evidential thinking. What can historians learn from the sources from Ancient Greece?	<b>Alexander the Great</b>  Disciplinary focus: causation. How did Alexander the Great conquer so much land?
Year 4	<b>The Roman Republic</b>  Disciplinary focus: similarity and difference. How much power did the senate have in the Roman Republic?	<b>The Roman Empire</b>  Disciplinary focus: evidential thinking. What can sources reveal about Roman ways of life?	<b>Roman Britain</b>  Disciplinary focus: evidential thinking. What kinds of knowledge about Roman Britain have historians been able to build from the sources?	<b>Christianity in Three Empires (300-600CE)</b> Rome, Constantinople and Adulis  Disciplinary focus: similarity/difference. What made each early Christian state special?	<b>Islamic civilisations (1)</b> Arabia and early Islam  Disciplinary focus: change and continuity. What kind of change did Muhammad bring about in Arabia?	<b>Islamic civilisations (2)</b> Muslim Cordoba  Disciplinary focus: similarity and difference. How did worlds come together in Muslim Cordoba?
Year 5	<b>Islamic Civilisations (3)</b> Depth focus - Baghdad Disciplinary focus: causation. Why were there so many restless minds in Cordoba and in Baghdad?	<b>Anglo-Saxon Britain</b>  Disciplinary focus: evidence. How have historians learned about Anglo-Saxon Britain?	<b>Vikings in Britain (1)</b> Lady of the Mercians  Disciplinary focus: causation. Why did Vikings dominate large parts of Britain by 910?	<b>Norse culture</b>  Disciplinary focus: similarity and difference. How were the Norse connected with other lands and peoples?	<b>Vikings in Britain (2)</b> Changing Rulers, Changing Worlds  Disciplinary focus: change/continuity, How did the Vikings shape Britain?	<b>Local History Study</b>  enquiry question developed by school to suit school planned local study
Year 6	<b>The Maya</b>	<b>Medieval African Kingdoms</b>	<b>Cities in Time (1)</b> Manchester	<b>Cities in Time (2)</b> Pompei, London, Samarkand	<b>Britain in the era of the Second World War</b>	<b>Local History Study</b>

	<p><b>Disciplinary focus: evidential thinking.</b> How do historians know about the Maya?</p>	<p><b>Disciplinary focus: similarities and differences.</b> How similar and different were medieval Ethiopia and Benin?</p>	<p><b>Disciplinary focus: causation.</b> Why did Manchester change so rapidly in the 19th century?</p>	<p><b>Disciplinary focus: similarity and difference.</b> How typical of urban history is the history of my city / the city of xxx?</p>	<p><b>Disciplinary focus: cause &amp; effect</b></p>	<p><i>related to the Second World War and the post-war period, with a focus on later twentieth-century social and cultural history</i></p>
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