

History

A journey through time



“The more you know about the past, the better prepared you are for the future” – Theodore Roosevelt

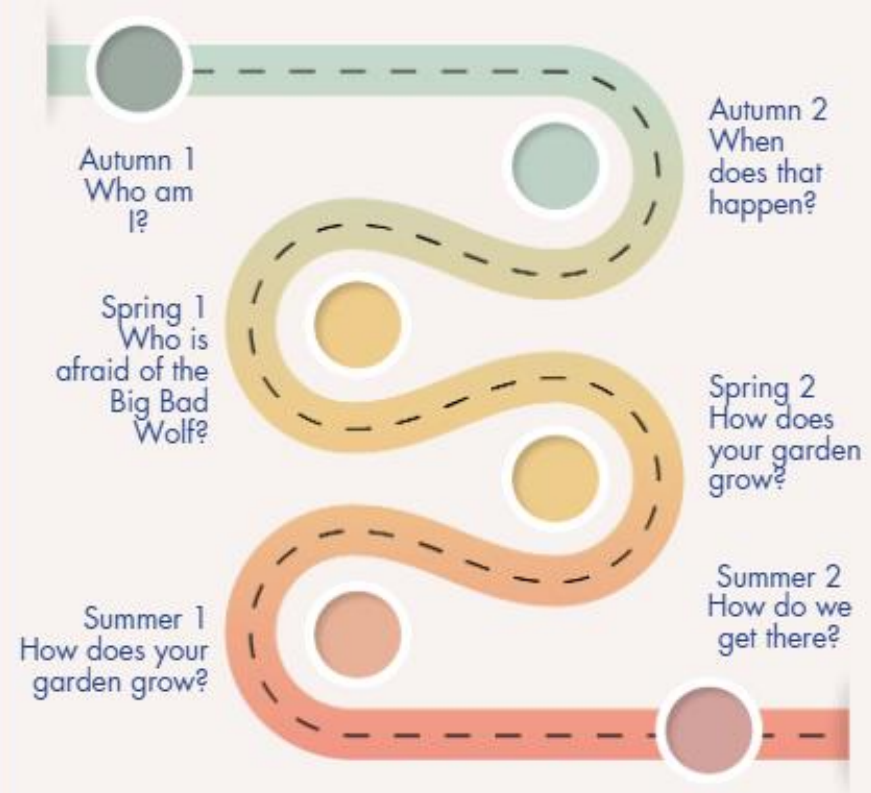
- Our History curriculum helps pupils to gain a coherent knowledge and understanding of Britain’s past and that of the wider world and inspire our children’s curiosity to know more about the past. We aim to support children in becoming equipped to ask perceptive questions, think critically, weigh evidence, and develop perspective and judgement through having an awareness of how things have changed from the past.
- History is taught in blocks each half term alternating with Geography. We aim to provide hands on experiences by including visits where children can see and handle historical artefacts and begin to understand the footprints left from the past and determine the legacy they want to leave for future generations.

History in our EYFS

As part of the **Understanding the World** area of learning, children start to explore the past in a very broad and foundational way.



Early Years Big Questions 2025-26




EYFS Big Questions 2025-26

Focus on Personal and Familiar History

At Castle Carrock, our children begin developing historical understanding by exploring:


- **Their own past** (e.g. baby photos, birthdays, milestones).
- **Family members' lives** (e.g. how grandparents lived when they were young).
- **Changes over time in their own lives** (e.g. growing taller, learning to walk).

 *Example: Looking at a timeline of their life from baby to now, with photos or drawings*

EYFS- Building a sense of time

At Castle Carrock our children learn to:

- Use simple time-related vocabulary like *yesterday, today, tomorrow, a long time ago, before, after*.
- Recognise routines and sequences (e.g. days of the week, daily schedules).
- Begin to understand the concept of **past and present**.

 *Example: Comparing old and new toys or houses; discussing what has changed.*

Explore the past through stories, objects and role play

At Castle Carrock, our Children engage with history through:

- **Stories and traditional tales** (some with historical settings or lessons).
- **Old and new objects** – exploring artefacts, photos,
 - or clothing from the past.
- **Role play** – pretending to be people from different times or jobs.



Example: A role play corner set up as a "Victorian home" or "castle".

Encouraging Curiosity and Critical Thinking

At Castle Carrock we encourage our children to

- Ask and answer simple questions: *“Who is that?”*, *“Why did that happen?”*, *“What was it like in the past?”*
- Notice differences and similarities between past and present.
- Develop observational and listening skills.

 *Example: “Why do you think people used candles instead of lights?”*

History Key Stage 1

Introducing and understanding of chronology and making comparisons between familiar items and experiences today and in the past

Our History curriculum will:

- Help pupils develop an awareness of the past, using common words and phrases relating to the passing of time.
- Encourage children to know where people and events they study fit within a chronological framework.
- Help pupils to understand similarities and differences between ways of life in different periods.
- Use a wide vocabulary of everyday historical terms.
- Ask and answer questions, choosing and using parts of stories and other sources to show understanding.
- Help pupils understand some ways in which we find out about the past (like stories, pictures, artifacts).

Children will 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 lives of significant individuals** in the past who have contributed to national and international achievements.
- **Significant historical events, people, and places** in their own locality.

History in Key Stage 1 2025-26



KEY STAGE 1 HISTORY 2025-26

How am I making
History?



Core Knowledge

1. I know that I can put pictures in order on a timeline and use words like 'before' and 'after'.
2. I know that memories are special and we celebrate them with events like birthdays, Christmas, and other special days.
3. I know that I can ask questions to find out what childhood was like in the past.
4. I know that childhood today is different from the past, but some things are still the same.
5. I know that I can use words like 'past', 'present', and 'future' to talk about changes over time.

AUTUMN

How was school
different in the
past?



Core Knowledge

1. I know that I can put pictures of schools in order on a timeline and add dates to show when they happened.
2. I know that I can ask questions to find out what schools were like in the past.
3. I know that schools today are different from schools in the past, but some things are still the same.
4. I know that I can use books, photos, and other sources to learn about schools from 100 years ago.
5. I know that classrooms today and in the past had different furniture, equipment, and ways of learning.
6. I know that I can name two things that are the same and two things that are different between schools now and in the past.
7. I know that I can say if I would like to go to school in the past and explain why.
8. I know that learning about schools in the past helps me understand how life has changed over time.

SPRING

What is a
monarch?

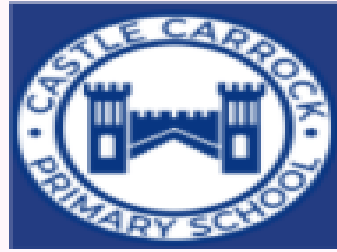


Core Knowledge

1. I know that a coronation is the ceremony for a new monarch.
2. I know that William the Conqueror became King of England by winning the Battle of Hastings.
3. I know that motte-and-bailey castles were made of wood.
4. I know that the Normans built stone keep castles because they were strong, didn't rot, and were easier to defend.
5. I know that William the Conqueror had more power than King Charles III.

SUMMER

History in Key Stage 1 2026-27



KEY STAGE 1 HISTORY 2026-27

How have toys changed?



1. I know that toys from the past were made from different materials like wood, metal, and fabric.
2. I know that some toys from the past did not need batteries or electricity to work.
3. I know that children in the past played with toys like spinning tops, dolls, and marbles.
4. I know that toys today are often made from plastic and can move or make sounds.
5. I know that toys have changed over time, but children have always loved to play
- 6.

AUTUMN

How have explorers changed the world?



1. I know that explorers travel to new places to find out more about the world.
2. I know that explorers need special equipment and transport like maps, ships, or warm clothes.
3. I know that I can put pictures in order to show how things have changed over time.
4. I know that important explorers include Christopher Columbus, Dame Ellen MacArthur, Matthew Henson, and Mary Kingsley.
5. I know that I can say where an explorer travelled and what they did that was special.
6. I know that I can use a timeline to help me tell the story of an explorer's journey.
7. I know that I can look at old photographs and ask questions to help me understand the past.
8. I know that exploration has changed over time and that explorers have helped people learn new things
- 9.

SPRING

How did we learn to fly?



I know that the Wright brothers invented the first engine-powered aeroplane. I know that Bessie Coleman was the first African American woman to get an international pilot's licence. I know that in 1932, Amelia Earhart was the first woman to fly solo across the Atlantic Ocean. I know that the Moon Landing was special because it was the first time humans walked on the Moon. I know that historically significant people and events are remembered because they changed many people's lives.

SUMMER

History Key Stage 2

An enquiry-based approach to history aimed at developing historical skills, analysis and crucial historical knowledge. Our focus is on building a broader and deeper understanding of historical periods, with more emphasis on cause and effect, continuity and change, and interpreting historical evidence.

Our History curriculum will:

- Continue to develop a chronologically secure knowledge and understanding of British, local, and world history.
- Establish clear narratives within and across periods studied.
- Note connections, contrasts, and trends over time.
- Develop the appropriate use of historical terms.
- Help pupils understand how our knowledge of the past is constructed from a range of sources.
- Encourage children to ask perceptive questions, think critically, weigh evidence, and develop perspective and judgement.

Children will 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 Tudors.
- The achievements of the earliest civilizations.
- Ancient Greece — a study of Greek life and achievements and their influence on the western world.



How have children's lives changed?

How did the achievements of the Ancient Maya impact their society and beyond?

What did the Ancient Egyptians Believe?

History in Lower Key Stage 2 2025-26



1. I know that childhood is the time between infancy and adolescence.
2. I know that an apprentice was a person learning a trade or occupation.
3. I know that Tudor apprentices had to swear an oath to be loyal to their master and work for them for seven years.
4. I know that children in the Tudor and Victorian periods worked to help support themselves and their families.
5. I know that Victorian children worked in jobs like textile mills, coal mines, as chimney sweeps, and as servants.
6. I know that Lord Shaftesbury is historically significant because he worked to improve working conditions and education for children.
7. I know that 'leisure' means free time spent relaxing, entertaining, or enjoying yourself.
8. I know that Victorian fairs had activities like carousels, hook-a-duck, the big wheel, and helter skelters.
9. I know that many children died young in the past due to disease, poor living conditions, and lack of clean water.
10. I know that medical improvements since the Victorian period include antibiotics, vaccinations, and better healthcare.

1. I know that Ancient Egypt, like other early civilisations, developed near a river—the River Nile.
2. I know that Egypt is located on the continent of Africa.
3. I know that the River Nile was important to the ancient Egyptians because it provided water, fertile land, fish, and a way to trade.
4. I know that the Rosetta Stone helped people understand hieroglyphics because it showed the same text in different types of writing.
5. I know that hieroglyphics used symbols instead of letters and could be written in different directions.
6. I know that ancient Egyptians buried people with grave goods because they believed these items were needed in the Afterlife.
7. I know that Egyptians used resin and linen cloth to preserve bodies during mummification.
8. I know that Anubis, the god with a jackal's head, was believed to weigh the hearts of the dead.
9. I know that pharaohs were buried in places like the Pyramids at Giza and the Valley of the Kings.
10. I know that Howard Carter was the archaeologist who discovered the tomb of Tutankhamun.

1. I know that the Ancient Maya lived in parts of modern-day Mexico, Belize, Guatemala, Honduras, and El Salvador.
2. I know that the Maya civilisation is divided into the Pre-Classic, Classic, Post-Classic, and Conquest periods.
3. I know that the Maya settled in rainforests surrounded by sea, swamps, and freshwater sinkholes.
4. I know that the Maya civilisation was made up of independent city-states ruled by kings.
5. I know that the Maya faced challenges such as droughts, dangerous animals, and communication difficulties when settling in the rainforest.
6. I know that Itzamná was considered the oldest god in the Maya religion.
7. I know that Maya cities had temples, plazas, palaces, ball courts, and observatory towers.
8. I know that cities like Palenque, Copán, Tikal, and Calakmul were abandoned at the end of the Classic period.
9. I know that Maya cities declined due to reasons like overpopulation, the end of trade, and conflict, although the exact reason is unknown.
10. I know that cacao was important to the Maya because it was used in religious ceremonies, as a drink, and as currency.

AUTUMN

SPRING

SUMMER



History in Lower Key Stage 2 2026-27

Why did Romans invade and settle in Britain?



- 1. I know that Rome is located in modern-day Italy.
2. I know that Romulus was the founder of Rome, the son of Mars (the god of war), and the brother of Remus.
3. I know that the Romans invaded Britain to protect their empire, find natural resources, and spread their way of life.
4. I know that the word 'settlement' means the process of establishing a community in a new area.
5. I know that Emperor Claudius led the successful Roman invasion of Britain in AD 43.
6. I know that Boudicca rebelled against the Romans because they took her land and mistreated her family.
7. I know that the Roman army was effective because it was well-organised and the soldiers were well-equipped.
8. I know that the Roman fort at Vindolanda was built to house Roman soldiers.
9. I know that the Romans left Britain because they were needed to fight in other parts of the Roman Empire.
10. I know that the word 'aquatic' comes from the Latin word for water.

AUTUMN

What changed in Britain after the Anglo Saxon invasion?



- I know that the Anglo-Saxons came from Denmark, Germany, and the Netherlands. I know that the main Anglo-Saxon tribes were the Angles, Saxons, and Jutes. I know that the Anglo-Saxon 'heptarchy' was made up of seven kingdoms. I know that most Anglo-Saxon houses were made from wattle and daub, wood, and had thatched roofs. I know that the discovery at Sutton Hoo shows the Anglo-Saxons had skilled craftsmen and traded with other parts of the world. I know that Christianity was spread in Anglo-Saxon Britain by missionaries who came to teach people about Christian beliefs. I know that Christian missionaries in Anglo-Saxon Britain included St Augustine, St Aidan, and St Columba. I know that King Alfred was the king of Wessex. I know that King Alfred defeated the Vikings at the Battle of Edington. I know that the contenders for the English throne in 1066 were Harold Godwinson, William of Normandy, Harold Hardrada, and Edgar Atheling.

SPRING

Would you prefer to have lived in the Stone Age, Bronze Age and Iron Age



- 1. I know that the Iron Age is the period closest to modern times out of the Stone, Bronze, and Iron Ages.
2. I know that 5000 BC is further back in time than 2000 BC, AD 1, or AD 100.
3. I know that Stone Age dwellings were made from materials like stone, wood, and animal hides.
4. I know that the Amesbury Archer was discovered near Stonehenge.
5. I know that archaeological evidence can be incomplete or damaged, which makes it harder to understand the past.
6. I know that bronze is made by mixing copper and tin.
7. I know that bronze was better than stone for tools and weapons because it was stronger, easier to shape, and more durable.
8. I know that iron Age people used coins to make trade easier because coins were small, easy to carry, and had agreed value.
9. I know that Iron Age Britain exported goods like hunting dogs, cattle, and glass.
10. I know that new materials and technologies in prehistoric Britain changed how people lived, worked, and traded.

SUMMER



What does the census tell us about our local area?



1. I know that the census is taken once every decade to count people and collect information about them.
2. I know that the census can tell us details like name, age, occupation, marital status, and place of birth.
3. I know that censuses, maps, and records of births, marriages, and deaths are useful sources for learning about local history.
4. I know that in 1851, census information was collected by an enumerator who recorded details from each household.
5. I know that the 1921 census was the first to include information about people's place of work and employers.
6. I know that some women boycotted the 1911 census to protest for the right to vote.
7. I know that past censuses can be difficult to use because of unclear writing, missing data, or records being destroyed.
8. I know that the 'Office for National Statistics' protects personal information in censuses.
9. I know that the census helps us understand how people lived in the past and how communities have changed.
10. I know that using sources like censuses and maps can help us learn about the history of our local area.

AUTUMN

What did the Greeks ever do for us?



1. I know that ancient Greece was made up of many city-states, each with its own laws and rulers.
2. I know that the main periods in ancient Greek history include the Minoan civilisation, the Dark Ages, and the Classical Golden Age.
3. I know that the ancient Greeks believed in 12 main gods, ruled by Zeus, who mostly lived on Mount Olympus.
4. I know that the ancient Greeks honoured their gods by praying in temples and homes, and by holding festivals and sporting events.
5. I know that Athens was a democracy, while Sparta was an oligarchy.
6. I know that ancient Athens introduced direct democracy, where citizens voted on decisions themselves.
7. I know that Athenian democracy had three parts: the assembly, the council, and the courts.
8. I know that philosophy is the study of knowledge and involves asking deep questions.
9. I know that Aristotle invented the study of logic, and Plato developed the Socratic method for teaching.
10. I know that ancient Athenian democracy and modern British democracy are different.
- 11.
- 12.

SPRING

The Sikh Empire



1. I know that Ranjit Singh was the leader who established the Sikh Empire in the 19th century.
2. I know that the Sikh Misls were small kingdoms in the Punjab region led by Sikh leaders.
3. I know that Ranjit Singh unified the Sikh Misls through alliances and by winning battles.
4. I know that key Sikh beliefs include belief in one God, social justice, and equality for all people.
5. I know that Lahore was important to the Sikh Empire because its location helped with trade.
6. I know that 'historically significant' means a person or event considered important by historians.
7. I know that 'remarkable' in history means someone or something extraordinary.
8. I know that Ranjit Singh was significant because he was a powerful, honest leader who promoted peace and religious inclusion.
9. I know that Sophia Duleep Singh was the granddaughter of Ranjit Singh.
10. I know that Sophia Duleep Singh is known for supporting women's right to vote.

SUMMER

History in Upper Key Stage 2-2025-26



Were the Vikings raiders, traders or something else?

What was the impact of WW2 on the people of Britain?

What was life like in Tudor England?

History in Upper Key Stage 2 – 2026-27



- I know that the Vikings came to Britain to raid, steal valuable items, and also to settle and farm.
- I know that the Vikings came from Denmark, Sweden, and Norway.
- I know that the Vikings were not just raiders – they were also traders, settlers, and skilled artisans.
- I know that the Lindisfarne raid was one of the first Viking attacks in Britain.
- I know that a trade route is a long-distance path used to transport goods.
- I know that Viking trade routes included the North Atlantic, Baltic Sea, North Sea, Volga, and Dnieper routes.
- I know that a Viking saga is a long story of heroic achievement found in Norse literature.
- I know that Leif Erikson is believed to have discovered a place called Vinland, which is thought to be part of modern-day Canada.
- I know that the Viking-controlled part of England was called the Danelaw.
- I know that the Vikings made important achievements in exploration, trade, and storytelling, which had a lasting impact on history.

AUTUMN



- I know that Henry VII was the first Tudor monarch.
- I know that Henry VIII used portraits as propaganda to show that he was powerful and defended the country.
- I know that Henry VIII wanted a wife who could give him a male heir.
- I know that absolute power means a monarch or leader makes decisions without needing agreement from others.
- I know that Elizabeth I also used portraits as propaganda to influence how people saw her.
- I know that a royal progress was Elizabeth I's summer tour of parts of England with her court.
- I know that Elizabeth held royal progresses so people could see her, to escape the plague, and to save money.
- I know that historians use council records to learn about Elizabeth I's visit to places like Worcester.
- I know that an inventory is a list of all the items belonging to a person who died in Tudor times.
- I know that historians use inventories to find out if someone was rich or poor and to understand their life.

SPRING

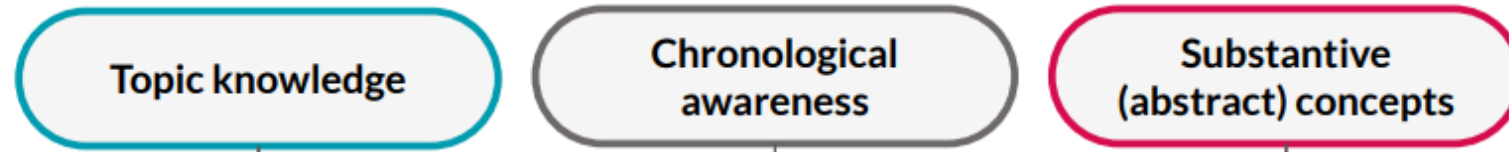


- I know that Germany signed the Treaty of Versailles after World War 1, which placed strict punishments on the country.
- I know that Germany was punished by losing land, paying fines, and being restricted from growing its army.
- I know that Germany wanted to defeat the RAF in 1940 to prepare for an invasion of Britain called Operation Sealion.
- I know that during the Blitz, a 'blackout' meant turning off or covering all lights to avoid being seen by enemy aircraft.
- I know that people were evacuated from cities to keep them safe from bombing during air raids.
- I know that children, mothers with young children, the elderly, and people with disabilities were evacuated.
- I know that the British government used posters as propaganda to encourage mothers to evacuate their children.
- I know that women had to work during World War 2 because many men were away fighting.
- I know that people migrated to Britain during and after the war to help rebuild the country and find work.
- I know that the Windrush generation refers to Caribbean people who came to Britain between 1948 and 1971.

SUMMER

How is the History scheme of work organised?

Substantive knowledge strands



Disciplinary strands



EYFS (Reception)	Year 1	Year 2
<p>To know that someone's age is the time since they were born.</p> <p>To know that they started life as a baby but have since grown and changed.</p> <p>To know that some people are older than others.</p> <p>To know that parents are older than children and grandparents are older than parents.</p> <p>To know some language for talking about the passing of time and events that have already happened, even if used inaccurately. (before, yesterday, last week, last year).</p>	<p>To know that a timeline shows the order events in the past happened.</p> <p>To know that we start by looking at 'now' on a timeline then look back.</p> <p>To know that 'the past' is events that have already happened.</p> <p>To know that 'the present' is time happening now.</p> <p>To know that within living memory is 100 years.</p> <p>To know that beyond living memory is more than 100 years ago.</p>	<p>To know that events in history may last different amounts of time.</p> <p>To know a decade is ten years.</p>

Lower Key stage 2	Upper Key stage 2
<p>To know that history is divided into periods of history e.g. ancient times, middle ages and modern.</p> <p>To know that we can use dates to work out the interval between periods of time and the duration of historical events or periods.</p> <p>To know that BC means 'before Christ' and is the term used to date the years before Jesus was born.</p> <p>To know that AD means Anno Domini and can be used to show years from the year 1AD.</p> <p>To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43.</p> <p>To know that prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age.</p> <p>To know that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools.</p> <p>To know that the Tudor period is the name of the period from 1485-1603 as this was when the Tudor family were the ruling family in England.</p> <p>To know that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled.</p>	<p>To understand the term "century" and how dating by centuries works. (e.g. the 1500s are known as the 16th century)</p> <p>To know relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Aztecs, and Victorians.</p>

EYFS (Reception)

Beginning to sequence events when describing them (e.g. daily routines, events in a story)

Recognising that some stories are set a long time ago.

Recognising significant dates for them (birthday).

Beginning to use common words and phrases for the passage of time, even if using inaccurately (e.g. yesterday, today, tomorrow, last week, "when I was in nursery...")

Recounting activities that happened in their past using photos as a prompt.

Year 1

Sequencing three or four events in their own life (e.g. birthday, starting school, starting Year 1).

Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after).

Sequencing three or four artefacts/photographs from different periods of time.

Placing events on a simple timeline.

Recording on a timeline a sequence of historical stories heard orally.

Year 2

Sequencing up to six photographs, focusing on the intervals between events.

Placing events on a timeline, building on times studied in Year 1.

Beginning to recognise how long each event lasted.

Knowing where people/events studied fit into a chronological framework.

Lower key stage 2

Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in.

Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern.

Using dates to work out the interval between periods of time and the duration of historical events or periods.

Using BC/AD/Century.

Sequencing eight to ten artefacts, historical pictures or events.

Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.

Placing the time studied on a timeline.

Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.

Noticing connections over a period of time.

Making a simple individual timeline.

Upper key stage 2

Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.

Understanding the term "century" and how dating by centuries works.

Putting dates in the correct century.

Using the terms AD and BC in their work.

Using relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Aztecs, and Victorians

Developing a chronologically secure understanding of British, local and world history across the periods studied.

Placing the time, period of history and context on a timeline.

Relating current study on timeline to other periods of history studied.

Comparing and making connections between different contexts in the past.

Sequencing 10 events on a timeline.