History Overview 2026-2027

	AUTUMN	SPRING	SUMMER
EYFS	**MARVELLOUS ME** • Where do I live, what does my home look like, homes from around the world. • Memories of celebrations **HIBERNATING HEDGEHOGS** • Weather in autumn, native animals, Making simple maps, why we use maps • Traditional tales • Using stories to help develop understanding of historical concepts	**HAPPY ME, HEALTHY ME** • Who can help us in our community? What do we have in our environment that helps us • Everyday heroes, past and present • Memories of celebrations **ANIMAL STORIES** • Changes to technology to help our environment	**LET'S GET GROWING** • What's the same? What's different? e.g. how homes and food have changed over time **WONDERFUL WORLD** • Where is Stoborough? Our local area, London, India. • Memories of celebrations
YEAR 1	**Queen Elizabeth II-what changed during Elizabeth II's lifetime?** • To know that Queen Elizabeth II lived during important events, including World War II and her coronation, which people can still remember today. • To know that Children's lives changed during World War II, for example through evacuation, and Queen Elizabeth helped people feel safe through her actions. • To know that Life in Britain changed over time during Queen Elizabeth II's reign, including new technology like television and changes in how people lived and communicated.	**Who is a great history maker?** • To know that Malala Yousafzai has helped children around the world to go to school. • To know that Marie Curie's discoveries have helped to make life different today • To know Queen Elizabeth II was the longest serving Queen	**Significant Explorers: How has seafaring changed over time?** • To understand how sea travel changed over time. • To compare and contrast how different cultures explored the oceans. • To know John Cabot made the earliest known exploration of coastal North America. • To know Isambard Brunel created the SS Great Britain, the first Iron-hulled ship.
YEAR 2	**Queen Victoria - How did Britain change during her lifetime?** • To know that Queen Victoria was a significant person in British history • To know what life was like for different people in Victorian Britain, including children • To know that Britain changed during Queen Victoria's reign through new inventions, laws and improvements to people's lives.	**Great Fire of London- Why was the Great Fire of London so difficult to stop?** • To know that the Great Fire of London started in a bakery on Pudding Lane. • To know that the Great Fire of London spread because houses very dry, close packed and burned easily, and there was a strong wind. • To know that the Great Fire of London lasted for four days. • To know that the Great Fire of London stopped due to firebreaks and wind stopping.	**Why is the history of my own locality so significant? Corfe Castle** • I know that Corfe Castle is a significant place in our local area and has changed over time. • I know that Corfe Castle was built by the Normans to defend land and show power after 1066. • I know that people in the past lived and worked in castles, and life was different from today.

YEAR 3	**Stone Age Britain- What do archaeologists think they know about it?** • To know that the Stone Age happened during prehistory and was the time when the earliest humans lived in Britain. • To know that archaeologists use evidence such as artefacts, footprints, bones and skulls to find out about people who lived in the Stone Age. • To know that life changed during the Stone Age, from nomadic hunter-gatherers using simple stone tools to settled farmers who built permanent homes and grew crops.	**Bronze Age- How did the lives of people change in the Bronze Age?** • To know why the Stone Age ended. • To know how the lives of people in the Bronze Age developed and changed. • To know that the making and use of Bronze changed the lives of people.	**What have historians learnt about Iron Age Britain?** • I know the Iron Age is part of prehistory, comes after the Stone and Bronze Ages, and that historians learn about it using archaeological evidence such as artefacts and discoveries like Lindow Man. • I know that people in Iron Age Britain (the Celts) lived in hill forts, farmed the land, and made iron tools, weapons and decorative metalwork to meet their needs. • I know that evidence shows Iron Age society included warriors and leaders (including some women), and that Britain was connected to Europe through trade.
YEAR 4	**Romans- What impact did the Romans have on Britain?** • To know why the Romans invaded Britain in AD 43. • To know why in AD 122 emperor Hadrian built a wide long wall stretching across northern England. • To know why historians know so much about how Roman towns were designed and built.	**Anglo-Saxons- What changed after the Romans left?** • To know who the Anglo Saxons were • To know what was important to the Anglo Saxons • To know why many Anglo Saxons converted to Christianity	**Vikings- Why did they come to the British Isles?** • I know that Vikings travelled to Britain in longboats and initially raided monasteries like Lindisfarne for wealth and resources. • I know that Vikings expanded beyond raids to invade and settle, taking control of Anglo-Saxon kingdoms using the Great Heathen Army. • I know that King Alfred and Wessex resisted Viking rule through defence, strategy, and agreements, leading to a divided England.
YEAR 5	**Ancient Maya- What made the Maya so distinctive?** • To know that the Maya were an ancient civilisation who built sophisticated cities showing that they were a highly organised society. • To know that religion and belief were central to Maya life • To know that the Maya were distinctive because of their achievements in astronomy, calendars, writing, mathematics and architecture, making them one of the most advanced ancient civilisations of their time.	**Ancient Egypt- What do we know about ancient Egypt?** • To know that the River Nile had such importance for a stable society, as it provided water, food, transport and trade. • To understand that having a stable society meant that growth of writing, medicines, building were possible. • To know that the Egyptians built pyramids • To understand that the Egyptians worshipped many gods and believed they were extremely important.	**Ancient Greece- What do we know about ancient Greece?** • To know that ancient Greece was an early civilization that has had a lasting impact (legacy) on the modern world, such as democracy, the Olympics and architecture. • To know that ancient Athens developed democracy, where citizens helped make decisions, and this has influenced how Britain is governed today. • To know that we learn about ancient Greece from evidence such as artefacts, buildings and written ideas from philosophers.

YEAR 6	Local Area Study - WW2. What impact did this war have on my local area? • To know that World War 2 (WW2) started in 1939, and lasted until 1945. • -To know some causes of WW2: • To know the dates of some of the significant British events that took place within WW2 • To know that, later in the war, America helped, and WW2 ended in 1945. • To understand the impact WW2 had on the local area of Purbeck. • To know that Britain had to rebuild itself after the war	Trojan Horse- The story of the Trojan Horse: historical fact, legend or classical myth? • To know that at the time of Ancient Greece there were many inter-city wars - neighbouring kingdoms struggled for diminishing quantities of fertile land and natural resources as the population grew rapidly and prospered. • To understand and explain the main events of the Trojan War and the siege of Troy, including how the Trojan Horse was used.	Tudors: Monarchy, Crime and Punishment- Was Tudor England a fair society? • To know that Henry VIII reformed Christianity in England, and made himself head of the Church of England. • To know that life in the Tudor period depended very much on whether you were rich or poor, and whether you were a man or a woman. • To know that Tudor explorers travelled around the world and discovered new lands. • To understand that monarchs used to have absolute power, whereas today monarchies do not. • To know that, in the past, children were punished, as well as adults. • To know that, in the past, some criminals were transported to faraway colonies.