History Overview with National Curriculum Links 2026-2027

	Autumn Term	Spring Term	Summer Term
Pre-school	**Let's Celebrate** **How have I changed?**	**Transports** **Rainbows**	**Around the world** **Animals**
	Make connections between the features of their family and other families. Explore natural materials, indoors and outside. Notice differences between people.	Ask questions about the book. Make comments and shares their own ideas. Develop play around favourite stories using props.	Add some marks to their drawings, which they give meaning to. Listen to simple stories and understand what is happening, with the help of the pictures.
FS1	**How have I changed?** **Let's Celebrate**	**Rainbows and Thunderclouds** **On the move (transport)**	**All creatures great and small** **Around the world**
	Continue developing positive attitudes about the differences between people. Use all your senses in hands-on exploration of natural materials. Begin to make sense of their own life-story and family's history. Show interest in different occupations. Use a wider vocabulary.	Use talk to organise themselves and their play. Develop their communication, but may continue to have problems with irregular tenses and plurals such as 'runned' for 'ran'.	Talk about what they see, using a wide vocabulary. Understand gradually how others might be feeling. Develop their sense of responsibility and membership of a community. Understand 'why' questions like 'Why do you think the caterpillar got so fat?' Know many rhymes, be able to talk about familiar books and be able to tell a long story. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Enjoy listening to longer stories and can remember much of what happens.
FS2	**How have I changed?** **Let's Celebrate**	**Rainbows and Thunderclouds** **On the move (transport)**	**All creatures great and small** **Around the world**
	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Learn new vocabulary. Use new vocabulary through the day. Use new vocabulary in different contexts. Engage in story times.	Comment on images of familiar situations in the past. Develop storylines in their pretend play. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. See themselves as a valuable individual. Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Describe events in some detail. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences	Understand that some places are special to members of their community. Think about the perspectives of others. Retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Year 1	**Why are Mary Seacole, Florence Nightingale and Edith Cavell important?**	**Is having a monarch important?**	**Is George Stephenson someone significant?**
	Lives of significant individuals in the past who have contributed to national and international achievements.	Lives of significant individuals in the past who have contributed to national and international achievements/ Changes within living memory	Lives of significant individuals in the past who have contributed to national and international achievements /Events beyond living memory that are significant nationally and locally
Year 2	**How did Burradon Pit help the village?**	**Which Great Fire had the most impact? Great Fire of Newcastle / London**	**Have seaside holidays changed over time?**
	Changes within living memory/ Events beyond living memory	Events beyond living memory that are significant nationally and locally	Changes within living memory/ Events beyond living memory
Year 3	**Who were Britain's first builders?**	**Did the Roman Empire help Britain?**	**Why was the Nile important to The Egyptians?**
	Changes in Britain from the Stone Age to the Iron Age	The Roman Empire and impact on Britain	The achievements of the earliest civilizations
Year 4	**What happened when The Romans left?**	**Why did The Vikings raid and invade?**	**How did the reign of a Tudor monarch change Britain?**
	British settlement by Anglo-Saxons and Scots	Viking and Anglo-Saxon	A study of an aspect in British history that extends pupils' chronological knowledge beyond 1066
Year 5	**Who were Britain's first builders?**	**How did the Anglo-Saxons, Scots and Vikings shape Britain through settlement and culture?**	**What did Ancient Egypt contribute to the world?**
	Changes in Britain from the Stone Age to the Iron Age	Vikings, Anglo-Saxon and Scots	Achievements of the earliest civilisation
Year 6	**What happened when The Romans left?**	**Why did The Vikings raid and invade?**	**What did Ancient Egypt contribute to the world?**
	British settlement by Anglo-Saxons and Scots	Viking and Anglo-Saxon	Achievements of the earliest civilisation