

History curriculum overview 2026-2027 KS1 – 38 weeks/ 19 sessions

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increase their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Year R		Autumn		Spring		Summer	
Substantive knowledge and concepts	Year 1				Year 2		
	Autumn	Spring	Summer		Autumn	Spring	Summer
	Changes within living memory: <i>What has changed since my grandparents were young? (Toys)</i>	Significance nationally/ internationally: <i>How did Florence Nightingale change people’s lives?</i>	Significant national event beyond living memory: <i>Why did so many houses burn down in the Great Fire of London?</i>	Our school – this is a full unit <i>What was our school like when our grandparents were young?</i> Changes within living memory	Significant people & Compare life at different times: <i>How was life different for the two Queen Elizabeth’s?</i>	Local event / Significant national event beyond living memory: <i>How do we know what happened on the Titanic?</i>	Significant people and compare life at different times <i>Would you rather have been an explorer with Ibna Battuta or an astronaut with Neil Armstrong?</i>
	Local community History study (mini unit)				Our town – (3 sessions) mini unit as part of local community history week (shops/the Point/work) <i>How has Eastleigh town centre changed?</i> Changes within living memory/ significance		

TERM COVERAGE							
Disciplinary knowledge							
Chronology sequencing events/ objects in time; using chronological vocabulary (Disciplinary knowledge)	Sort real old toys/ pictures into chronological order <i>Aut 1</i>	Locate their lives on timeline.	Place event on timeline. Retell story orally/by picture timeline	Create a pictorial timeline showing major events <i>Aut 1</i>	Locate each queen's reign/ life on timeline.	Place event on timeline. Retell story orally/ by pictorial timeline	Locate their lives on timeline
Characteristic features of period/ person/ events studied (Disciplinary knowledge)	explores how period is characterized by change from outdoor play to indoor/electronic toys <i>Aut 1</i>	Show how gender /class at the time limited the roles women were expected/ allowed to undertake	explore the role building materials/ firefighting methods played in the amount of damage			International travel meant sailing across oceans, not flying	shows gender /class at the time limited the roles women were expected/ allowed to undertake
Change and continuity Similarities & differences between ways of life at different times (Disciplinary knowledge)	Appreciates some toys have remained largely unchanged over long periods e.g. Ludo, yoyo			Use pictures/ accounts of to explore how school life has changed over time. <i>Aut 1</i>	examine how communication (information sharing & transport) has changed during each Queen's reign		
Cause and consequence Why people did things/ causes and results of events and changes (Disciplinary knowledge)	Consequence of change to mainly sedentary indoor play detrimental to children's health	compare their lives, motivation and achievements	explore causes of the fire and its spread and the changes made when London was rebuilt			explore Why Titanic sank and changing safety regulations as a result of enquiry findings afterwards	compare their lives, motivation and achievements
Significance		examines the significance of each woman				Examine the continued and widespread interest in this	examines the significance of each

<i>(Disciplinary knowledge)</i>						story, why is it still remembered?	
Interpretation – explore ways we find out about the past and how it is represented <i>(Disciplinary knowledge)</i>		Look at when monuments dedicated to each were erected to see how interest in each has changed over time.	Books describe the event differently/ give different numbers for those killed. Representations: books/ TV programmes monument	Possible visit to local museum. How well does it tell the story of our locality?	Create a museum display about the two Queens, but can only choose five items to display for each Queen	Explore a range of Titanic memorabilia; visit SeaCity Museum in Southampton	Look at when monuments dedicated to each were erected to see how interest in each has changed over time.
Historical enquiry asking/answering questions; using sources to find answers and show understanding <i>(Disciplinary knowledge)</i>			the strengths/ limitations of written accounts and images are highlighted by comparing the information each imparts	Interview adults about their school days and how different they were to today. History Society / ex students	Queens box and enquiry pack, plus books, websites, royal family information	Select sources to tell particular parts of the story. Investigate images/ written accounts, etc	