

History curriculum overview 2026-2027 KS2 – 38 weeks/ 19 sessions

Substantive knowledge and concepts	Year 3		Year 4			Year 5		Year 6	
	Stone Age to Iron Age Britain: How did life and the landscape change from Stone Age to Iron Age? <i>(concept of chronology)</i>	The Roman Empire and its impact on Britain: What did the Romans ever do for Britain, and would you want to live in Roman Britain? <i>(concept of empire)</i>	Saxon & Scots settlement: Did the Anglo Saxons bring ruin to Britain, or did they improve it? <i>(concept of chronology)</i>	Viking and Anglo-Saxon conflict: Did the Vikings deserve their reputation? <i>(concept of invasion)</i>	Local area study post 1066: How did the Mary Rose give power to Henry VIII? <i>(concept of monarch)</i>	British study that extends beyond 1066- aspect/theme/ turning point. Victorian turning point – Post the 1830's: How did the invention of the steam train change the face of Britain forever? (Link to Eastleigh). <i>(concept of trade)</i>	Earliest civilizations study: cover and overview of Sumer, Indus Valley, Egypt and Shang Dynasty. What did Sumer, the Indus Valley, Ancient Egypt, and the Shang Dynasty have in common? In depth study of Ancient Egypt: Without the River Nile, would Ancient Egypt have ever existed? <i>(concept of chronology)</i>	Ancient Greece – Were the Ancient Greeks the greatest civilization of all time? <i>(concept of empire)</i>	Non-Euro contrast with Britain from early Islamic Civilizations and Maya Benin c.900 (need to cover both): Art, Architecture, or Science: Which civilization made the greatest breakthrough by 900 AD? <i>(concept of chronology)</i> <i>(concept of beliefs)</i>
Local community History study (mini unit)	What was the significance of the Great Railway Boom? (3 sessions)		Why did the Saxons settle in Eastleigh? (3 sessions)			How was Eastleigh instrumental in the Battle of Britain? (3 sessions)		What impact did industry have on Eastleigh during the late 19 th century? (3 sessions)	
TERM COVERAGE	Autumn – Spring 1 (10 sessions)	Spring 2 – Summer (9 sessions)	Autumn (6 sessions)	Spring (6 sessions)	Summer (6 sessions)	Autumn – Spring 1 (10 sessions)	Spring 2 – Summer (9 sessions)	Autumn – Spring 1 (10 sessions)	Spring 2 – Summer (9 sessions)

Disciplinary knowledge

Chronology including duration/overlap <i>(Disciplinary knowledge)</i>	Neolithic to Iron Age pk Desktop Timeline comparison of durations etc.	Examine expansion of empire via timeline and world map.	Timeline/ map work to see when/ where from	Where/ when Vikings came from/ went to via world map & timeline	Add important local historical events/ people to the timeline e.g. on anniversaries	Explore/add relevant event dates on timeline.	Compare durations/ overlaps via timeline. Compare locations on World map	Briefly explore the history of Greece via timeline/ world map	Compare to Britain c900 via timelines and locate on world map
Characteristic features of the period / society covered <i>(Disciplinary knowledge)</i>	Neolithic to Iron Age pk Need to know features of each period to identify changes between them.	Roman Soldier Box Roads/towns etc built by army to protect Rome's investment and Romanise locals	change from paganism to Christianity/ Saxon culture.	Viking daily life items/objects				Explore aspects of Greek culture and knowledge Greek Legacy PK & Ancient Greek Box	
Change and continuity <i>(Disciplinary knowledge)</i>	Neolithic to Iron Age pk explore change/ continuity in materials tools, burials, homes, settlement	Roman Life/ Roman Soldier boxes Romanisation	Changing kingdoms. Christian conversion from Paganism		Explore important historical events that had an impact (changed something) in your locality	Impact of the railway revolution on Victorian Britain. Pupils will explore what changed and what stayed the same in transport, trade and daily life.			Quest for beneficial knowledge driven by Islamic beliefs
Cause and consequence inc short term/long term <i>(Disciplinary knowledge)</i>		Why the Romans came to Britain, plus impact – short term long term	Why they came to Britain? Why/ how converted to Christianity?	Why Vikings came to Britain, conflict with Saxons		Development of the railway and its effects on trade. Pupils will investigate why railways developed and the short and long-term effects on trade, industry and communities.		How Greek ideas and knowledge survived until today	

Significance inc short term/long term <i>(Disciplinary knowledge)</i>		what is the most widespread and enduring aspect of their legacy?	the Saxon legacy - language, learning, Christian centres etc	Survival/ dominance of Wessex and later Wessex kings	Explore important historical events/ people that are remembered locally		Compare/ contrast achievements of each civilization.		Islamic civilization preserved classical learning
Interpretation of the past inc how and why contrasting views arise <i>(Disciplinary knowledge)</i>	Neolithic to Iron Age pk Scarcity of evidence means gaps have to be filled by reasoned interpretation		does Alfred the Great deserve his title? Was he great or just lucky?	Were they murderous thugs or some positives?					Misinterpretation of Maya in past e.g. buildings influenced by Egyptians
Historical enquiry inc sources of comparison and analysis <i>(Disciplinary knowledge)</i>	Stone Bronze Iron Age box - Deduce information from objects	Deducing information from objects	to explore Christian conversion/ Saxon culture		Examine how aspects of national history are reflected locally eg by monuments	Using historical sources to investigate the impact of the railway on Britain. Pupils will use images, maps, accounts and artefacts to ask and answer questions about the past.	Egyptian achievements: examine astronomy, maths, medicine etc	Ancient Greek: Examines aspects that are still current today.	
Connections local/national/ international / cultural / economic / military / political/ religious and social history <i>(Disciplinary knowledge)</i>	Refer back to period from later world studies that were Bronze Age cultures.	Examine local impact Portchester/ Winchester/ Silchester et	Saxon legacy - language, cultural identity and important Christian centres	Evidence of Viking trading & settlement. Normans	Explore how typical your town's/ school's past is in national terms	How railways connected local and national trade. Pupils will explore how railways linked Eastleigh to the rest of Britain and changed trade and movement of goods.	All are Bronze Age cultures – compare to Britain in Bronze age.	Modern ideas and institutions stem from Ancient Greece	Baghdad Golden Era happening at the same time as Mayan Civilization in Mesoamerica .