



EYFS	KS1	KS2	History curriculum sequencing document
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Whole-school overview

Year Group	Term 1 (Autumn)	Term 2 (Spring)	Term 3 (Summer)
Nursery	Marvellous Me	Sleepy, Sleepy...Wakey, Wakey	Mad About Minibeasts
Reception	All About Me (Guy Fawkes, Christmas)	Journeys (Easter, India)	The Big Blue
Year 1	About Me (Personal History)	Castles	History of Brighton
Year 2	Africa (Significant People)	Great Fire of London	The Great Outdoors
Year 3	Stone, Iron, Bronze Age	Ancient Egypt	What a Wonderful World
Year 4	Romans	Mayans	History of electricity / Local History Study
Year 5	Anglo Saxons Vs Vikings	Space	Ancient Greece
Year 6	Victorians	World War 2 (including Battle of Britain)	World War 2 (including Battle of Britain)

Progression by Year and Term

KS1 (Years 1-2)

Year	Term	Unit / Topic	National Curriculum Objectives	Previous learning	New learning	Key vocabulary	Common misconceptions	Working historically focus	Inclusion strategies
Year 1	Autumn	About Me (Personal History)	- Use common words and phrases about the passing of time. - Understand changes within living memory.	Children draw on EYFS routines, family experiences, birthdays, celebrations and stories about themselves.	Children learn to use past, present and timeline language to describe changes within living memory and personal history.	past, present, old, new, timeline, memory	Confusing past and present; limited chronological awareness.	Ask and answer questions using stories and artefacts.	Use visual timelines, storytelling, scaffolded questioning.
Year 1	Spring	Castles	- Understand significant local historical sites. - Develop enquiry skills about historical buildings and people.	Children have used simple chronology and personal history to talk about the past and present.	Children learn that castles are significant historical buildings, often linked to monarchy, defence and life in the past.	castle, knight, monarch, defence, mediaeval	Oversimplifying castles as only for kings or battles.	Use artefacts and role play to explore historical life.	Provide hands-on activities and visual supports.
Year 1	Summer	History of Brighton	- Explore local history and its impact. - Use sources to understand past events.	Children have explored personal history and significant buildings, using simple sources and timelines.	Children learn that Brighton has changed over time and that local sources can tell us about people, places and events.	local, museum, timeline, event, source	Viewing local history as less important than national history.	Use local sources and evidence for enquiry.	Use accessible texts and community links.
Year 2	Autumn	Africa (Significant People)	- Learn about significant individuals nationally and internationally. - Understand impact of individuals on history.	Children have studied personal and local history and know that people and places can change over time.	Children learn about significant people and achievements beyond their locality, including their impact and legacy.	significant, achievement, explorer, culture	Seeing historical figures as mythical or flawless.	Use stories and timelines to explore impact.	Use differentiated texts and role play.

Year	Term	Unit / Topic	National Curriculum Objectives	Previous learning	New learning	Key vocabulary	Common misconceptions	Working historically focus	Inclusion strategies
Year 2	Spring	Great Fire of London	- Understand events beyond living memory significant nationally. - Describe causes and consequences.	Children have used timelines and simple sources to describe local change and significant people.	Children learn that the Great Fire of London was an event beyond living memory with causes, consequences and eyewitness evidence.	fire, cause, consequence, London, diary	Oversimplifying causes or effects of the fire.	Analyse eyewitness accounts and sources.	Scaffold complex texts and provide visual timelines.
Year 2	Summer	The Great Outdoors	- Explore changes in the environment and local history. - Develop enquiry skills using outdoor learning.	Children have studied local change, events beyond living memory and how people can affect places – focus on David Attenborough and his impact on nature.	Children learn how environments and local places can change over time through natural processes and human actions.	environment, change, habitat, nature	Confusing natural changes with human impact.	Use observation and recording skills outdoors.	Use hands-on activities and sensory experiences.

KS2 (Years 3-4)

Year	Term	Unit / Topic	National Curriculum Objectives	Previous learning	New learning	Key vocabulary	Common misconceptions	Working historically focus	Inclusion strategies
Year 3	Autumn	Stone, Iron, Bronze Age	- Understand chronology from prehistoric to Iron Age. - Use archaeological evidence to interpret the past.	Children know simple chronology from KS1 and have used sources to ask and answer questions about the past.	Children learn that prehistoric Britain changed from the Stone Age to the Iron Age, using archaeological evidence to interpret life.	prehistoric, archaeology, artefact, settlement	Viewing prehistory as 'primitive' or 'dark'.	Use multiple sources and compare evidence.	Use tactile resources and scaffold enquiry questions.
Year 3	Spring	Ancient Egypt	- Study achievements and culture of Ancient Egypt. - Understand how evidence informs history.	Children have studied chronology and archaeological evidence from prehistoric Britain.	Children learn about Ancient Egyptian society, beliefs, achievements and how evidence helps historians understand the past.	pharaoh, pyramid, mummy, hieroglyph, Nile	Confusing myths with historical facts.	Use source analysis and role play.	Use visual aids and simplified texts.
Year 3	Summer	What a Wonderful World	- Explore environmental history and human impact. - Develop enquiry and communication skills.	Children have explored local environments and historical change in KS1 and Year 2 outdoor learning.	Children learn how human choices can affect the environment over time and how evidence can be used to discuss impact.	environment, conservation, impact, pollution	Oversimplifying human impact as only negative.	Use presentations and debates.	Use group work and scaffolded discussion.
Year 4	Autumn	Romans	- Understand Roman invasion and impact on Britain. - Describe different accounts and causes.	Children have studied prehistoric Britain and Ancient Egypt and know that ancient societies developed over time.	Children learn about Roman invasion, empire, settlement and the impact of Roman rule on Britain.	empire, invasion, legion, aqueduct, gladiator	Viewing Romans as only conquerors or builders.	Use enquiry and source evaluation.	Provide graphic organisers and vocabulary support.
Year 4	Spring	Mayans	- Study Mayan civilisation and achievements. - Compare with other ancient societies.	Children have studied Ancient Egypt and Roman Britain and can compare features of ancient societies.	Children learn about Mayan civilisation, achievements, beliefs and how it can be compared with other ancient societies.	civilisation, temple, hieroglyph, city-state	Oversimplifying Mayan culture as mysterious or primitive.	Use comparative enquiry and presentations.	Use visual resources and scaffolded research tasks.
Year 4	Summer	History of electricity Local History Study	-Explore the discovery of static electricity. - Study the development of the lightbulb and how this changed lives (Benjamin Franklin, Thomas Edison and Lewis Latimer) - Study sources of evidence	Children have studied the development of other important discoveries. Children have studied local history in KS1 and national/global ancient history in Years 3 and 4.	Children study sources of evidence and ask critical questions and weigh up evidence. Children learn to carry out a deeper local enquiry using sources, artefacts and evidence to explain change and significance.	Electricity, static, current, lightbulb, discovery, invention, local, impact, museum, monument, sequence	Electricity was invented. Viewing local history as less significant than national history.	Weigh up sources of evidence. Consider the impact of change. Use local sources and artefacts; conduct research projects.	Use community links and accessible resources.

Year	Term	Unit / Topic	National Curriculum Objectives	Previous learning	New learning	Key vocabulary	Common misconceptions	Working historically focus	Inclusion strategies
			- Explore significant local historical events and changes. - Develop enquiry and communication skills.						

KS2 (Years 5-6)

Year	Term	Unit / Topic	National Curriculum Objectives	Previous learning	New learning	Key vocabulary	Common misconceptions	Working historically focus	Inclusion strategies
Year 5	Autumn	Anglo Saxons Vs Vikings	- Understand settlement, culture, and conflicts. - Use evidence to form hypotheses.	Children have studied invasion, settlement and empire through Roman Britain and earlier historical periods.	Children learn about Anglo-Saxon and Viking settlement, kingdoms, conflict, culture and evidence from the early medieval period.	longship, raid, kingdom, settlement	Confusing Anglo-Saxons and Vikings timelines.	Analyse sources and develop arguments.	Use timelines and scaffold complex vocabulary.
Year 5	Spring	Space	- Explore history of space exploration. - Link scientific and historical enquiry.	Children have developed historical enquiry skills and understand that interpretations can change when new evidence emerges.	Children learn about the history of space exploration, key achievements and how scientific and historical enquiry connect.	astronaut, planet, orbit, telescope	Oversimplifying space exploration as recent or simple.	Use enquiry and presentation skills.	Use multimedia resources and scaffolded discussions.
Year 5	Summer	Ancient Greece	- Study democracy, philosophy, and cultural achievements. - Develop historical enquiry skills.	Children have studied ancient civilisations, including Egypt, Rome and the Maya, and can compare societies.	Children learn about Ancient Greek democracy, culture, philosophy, achievements and lasting influence.	democracy, philosophy, Olympic Games	Confusing myths with historical facts.	Use research and balanced argumentation.	Use differentiated texts and visual aids.
Year 6	Autumn	Victorians	- Understand Victorian society, industrial revolution, and social reform. - Compare past and present. - Link to local history: first railway between London and Brighton transforming Brighton from a fishing village to a seaside town.	Children have secure chronological knowledge from ancient history through early medieval Britain and local studies.	Children learn about Victorian society, industrialisation, reform, inequality and links to local change in Brighton.	industrial revolution, empire, reform, poverty, railway, Brighton	Viewing Victorians as universally poor or harsh.	Use source analysis and critical evaluation.	Provide scaffolded source work and differentiated texts.
Year 6	Spring and Summer	World War 2	- Study causes, events, and impact of WWII. - Analyse propaganda and multiple perspectives. - Learn about The Battle of Britain.	Children have studied social change, empire, conflict, source analysis and different historical viewpoints.	Children learn about the causes, events and impact of World War 2, including evacuation, rationing, propaganda and the Battle of Britain.	propaganda, Axis, Allies, evacuation, rationing, Battle of Britain	Simplifying causes or effects of WWII.	Critically evaluate sources and present viewpoints.	Use varied media and scaffold complex texts. Timeline