



EYFS

KS1

KS2

History curriculum sequencing document

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) | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> - 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) | <ul style="list-style-type: none"> - 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. |

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| Year 2 | Spring | Great Fire of London | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> - 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. |

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|------|------|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|--------------|----------------|-----------------------|----------------------------|----------------------|
| | | | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> - 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 |