

History Skills and Knowledge Coverage 2025-2026

*As a curriculum driver, History is taught explicitly and in-depth in Autumn 2 and Summer 1

Year 1/2
Autumn 2 – Dinosaurs
Chronology over a long period of time - To understand when dinosaurs lived compared to when: • when school was built • when you were born • the present day
Historical questions - To ask questions about the dinosaurs • What did they look like? • What did they eat? • How do we know they existed?
Interpretations of history - To identify some ways in which we find out about the past • Pictures (paintings) • Fossils (primary source) • Recordings (videos)
Historical enquiry - To choose and use parts of sources to show an understanding of significant aspects of history Children to learn and retain the following knowledge: • Dinosaurs were different shapes and sizes. Some were very large and some were small • Most dinosaurs were herbivores but some were carnivores • Scientists discovered fossils which helped us to find out more about dinosaurs • Dinosaurs existed before people lived on Earth • Some dinosaurs lived on land and some lived in the sea • Dinosaurs were reptiles
Cause and consequence - To recognise why people did things, why events happened and what happened as a result • Why did Mary Anning become interested in fossils? She lived in a seaside town in Dorset which meant she was able to explore the beaches and cliffs. • What did she find? Mary found important fossils of sea creatures. • How did Mary's discoveries change the study of dinosaurs? From the fossils, scientists learned of new creatures, how they looked and how they might have lived.
Continuity and change - To identify similarities and differences between lives at different times • How does the dinosaur world compare to the world we live in? The world looked very different. There were no people and no buildings. There were lots of trees and plants. • Why don't we see dinosaurs now? The dinosaurs became extinct 65 million years ago.
Communication of the significance of events and people Writing a recount of Mary Anning's life and discoveries.
Historical terms - To use a wider variety of historical terms • dinosaurs • extinct • fossils • herbivore • carnivore • reptile

Assessment Task

- Opportunity to assess the knowledge children have retained linked to the curriculum intent
- Opportunity to assess the knowledge children have retained from their previous topic linked to the curriculum intent

Year 1/2
Summer 1 – Florence Nightingale
Chronology over a long period of time - To understand when Florence Nightingale lived and how this period in time compares to previously learned time periods: • when dinosaurs lived on Earth • when school was built • when you were born • the present day
Historical questions - To ask questions about Florence Nightingale • What made Florence Nightingale a famous person? • Where did she work? • What was her life like?
Interpretations of history - To identify some ways in which we find out about the past • Pictures • Written sources • Video re-enactments • Reports
Historical enquiry - To choose and use parts of sources to show an understanding of significant aspects of history Children to learn and retain the following knowledge: • Florence Nightingale was a famous British nurse who lived from 1820-1910. • She looked after people who had been injured during the Crimean War. • She helped to make hospitals better, cleaner places for patients to be treated. • She wrote books about how to be a good nurse and she trained lots of nurses herself. • She was nicknamed ‘The lady with the lamp’. • She was given a special medal by Queen Victoria for her hard work.
Cause and consequence - To recognise why people did things, why events happened and what happened as a result • Why did Florence Nightingale want to change hospitals and the way nurses worked? In the Victorian period, hospitals weren’t clean. Hospitals did not have enough medicine, blankets or beds to treat the patients. Nurses did not wash their hands so germs were spread from patient to patient. Nurses had not been trained to do their jobs properly so many patients died because they weren’t looked after properly. • How did Florence Nightingale change this? She trained the nurses. She taught them how to use bandages and other medical supplies to make people better. She taught nurses that washing their hands was so important and keeping things clean would stop germs and infection from spreading. She taught people that being a nurse was an important job for women. • What happened as a result? More patients were cured from their illnesses and injuries. More hospitals began to work in the same way. Hospitals made sure they had more beds, blankets, medicines and that hands and equipment were always washed.
Similarities and differences within the time period - To make simple observations about different types of people, events, beliefs within a time period • Why did the hospitals not change straight away? Many of the nurses didn’t agree with Florence Nightingale. They thought that it was better to work quickly than safely because there were so many injured patients to care for. There wasn’t enough money to get new beds and equipment straight away. Florence Nightingale had to ask for money.

Chronology over a short period of time - To use a timeline to chronologically order the key events of Florence Nightingale's life

Children to timeline key events from Florence Nightingale's life, including:

- Florence Nightingale is born in 1820
- Florence begins to read and write
- Florence goes to nursing school at the age of 22
- Florence works in a hospital in London aged 33
- Florence travels to Turkey with other nurses from England to set up a new hospital for soldiers injured in the Crimean War
- Florence returns to England at the end of the war
- Florence opens a nursing school to train women how to care for people

Continuity and change - To identify similarities and differences between lives at different times

- What are hospital conditions like now? Hospitals are now inspected to make sure that they are clean and that nurses have the right training. Some hospitals in poorer countries are still unclean and uncared for.

Communication of the significance of events and people

Writing a letter as Florence Nightingale.

Historical terms - To use a wider variety of historical terms

- Crimean War
- Soldiers
- Patients
- Disease
- Hospital
- Injured

Assessment Task

- Opportunity to assess the knowledge children have retained linked to the curriculum intent
- Opportunity to assess the knowledge children have retained from their previous topic linked to the curriculum intent

Year 3/4

Autumn 2 – Coal Mining

Chronology over a long period of time - To understand how the Victorian period and the Industrial Revolution links to previously learned time periods

Historical questions - To ask historically valid questions about coal mining in our local area

Examples of the types of questions children may formulate:

- Why was there an increased need for coal in our local area?
- Who helped with the production?
- What jobs did they have to do?
- What conditions did they work in?

Interpretations of history - To understand how knowledge of the past is constructed from a range of sources
Sources to include:

- Photographs
- Artistic impressions
- Artefacts
- Visit to the National Coal Mining Museum
- Hot-Seating with an Ex-Miner

Historical enquiry - To select and organise relevant information to show an understanding of significant aspects of history

Children to learn and retain the following knowledge:

- During the Victorian period, the Industrial Revolution dramatically increased the need for coal. It was needed to make steam to drive the machinery such as steam engines.
- In order to produce more coal, there needed to be more workers and children as young as five years old were used.
- One of their jobs was a trapper – they opened the air doors allowing ventilation for the mines. By keeping the fresh air flowing they stopped the build-up of dangerous gases. The young children would sit for hours in the door in cramped conditions and would be cold and frightened.
- Other children worked as hurriers and pulled heavy carts of cut coal to the surface and had chains around their waste. The thruster, often a girl, would work with the hurrier and push the cart with their hands and their head.
- The children got chest infections (became ill), pneumonia and lung diseases working in these conditions and drawers got lumps and sores on their backs from constantly banging them on the roof.
- The older children, aged between ten and twelve, operated the pulley which lifted buckets of coal and people up and down the mine shaft. Serious accidents occurred if the chains slipped or the buckets fell.
- The children worked for up to twelve hours a day and they were malnourished but the mine owners became rich from the huge amounts of coal that was quickly produced.

Cause and consequence - To recognise why people did things, why events happened and what happened as a result

- Why did young children stop going down the mine? In 1836, six children died working in a pit in Barnsley. In 1842, the Children's Employment Commission was set up by the government to collect information about the treatment of children in the mines and to advise on any new laws. Many people were shocked at the findings of the commission. In 1842, a parliamentary Act was passed in Britain stopping boys younger than ten and a female of any age going down a mine.
- How did this change the production of coal? Initially, this caused problems for the mine owners as they were without a large number of their workforce. More boys, who were older than ten, were hired to work in the mines. Ponies became more commonly used as a way of pulling coal tubs underground. Some women worked illegally as they found it hard to get work. The Act was well intentioned but with only one inspector checking the whole of Great Britain it was hard to enforce.

Similarities and differences within the time period - To make observations about different types of people, events, beliefs within a time period

How did working conditions continue to change through the Industrial Revolution?

- In 1866, the Oaks Colliery saw England's worst ever mining disaster as around 360 men and boys were killed by an explosion.
- As a result of the explosion, the government passed a new act in 1872 called the Coal Mines Act. This meant that the owners had to have a certificate of competence.
- People were allowed to inspect the mine at any time to make sure it was safe.
- New rules were put in place about ventilation and lighting.

Chronology over a short period of time - To use a timeline to chronologically order measures taken to improve working conditions in a mine.

- 1780 - Caphouse Colliery, now known as the National Coal Mining Museum, first opened
- 1838 – 26 children died in the Huskar Pit disaster in South Yorkshire
- 1842 – The Mines and Collieries Bill was passed which prohibited all underground work for women and girls, and for boys under 10
- 1866 - The Oaks Colliery saw England's worst ever mining disaster as around 360 men and boys were killed by an explosion
- 1872 - The Government passed a new act, the 1872 Coal Mine's Act. This meant the colliery managers had to have a 'certificate of competence'. The miners' representatives were allowed to inspect the mines at any time and there were new regulations put into place about ventilation
- 1913 – More than 1 million people in the UK work in the coal mining industry and the year sees the peak coal production in the UK of more than 287 million tons

Continuity and change - To describe and make links between main events and changes across different time periods

- Was the production of coal affected after the new laws? Coal mining production had still not reached its peak. Caphouse Colliery was sunk in 1780. By 1913, 287 million tonnes of coal were produced and more than one million people worked in the coal mining industry.
- Why is Caphouse Colliery no longer open today and how did the closure impact on the area? In 1985, the colliery closed because the government found cheaper sources of energy such as North Sea oil and gas. This meant that the unemployment rate in the local area rose sharply (Many people lost their jobs).

Communication of the significance of events and people

Writing an inspector's report to the government about life in the mines in 1840.

Historical terms - To develop the appropriate use of historical terms

- Victorian period
- Industrial Revolution
- Children's Employment Commission
- Trappers
- Hurriers
- Thrusters
- Ventilation
- Unemployment (People could not work)

Assessment Task

- Opportunity to assess the knowledge children have retained linked to the curriculum intent
- Opportunity to assess the knowledge children have retained from their previous topic linked to the curriculum intent

Year 3/4**Summer 1 – Ancient Egypt**

Chronology over a long period of time - To understand when Ancient Egypt existed and how this period in time compares to previously learned time periods.

Historical questions - To ask historically valid questions about Ancient Egypt

Examples of the types of questions children may formulate:

- Where is Egypt located?
- What made it a 'first civilization'?
- Why was the River Nile so important to the people of Egypt?
- What are the pyramids and how were they built?

Interpretations of history - To understand how knowledge of the past is constructed from a range of sources
Sources to include:

- Ancient artefacts
- Museum visit
- Photographs of excavations
- Artistic impressions

Historical enquiry - To select and organise relevant information to show an understanding of significant aspects of history

- Ancient Egypt was one of the greatest and most powerful civilizations in the history of the world
- It lasted for over 3000 years from 3150 BC to 30 BC.
- The civilization of Ancient Egypt was located along the Nile River in Africa. They quickly learned how to grow crops, raise animals, build villages and towns, build boats and navigate the mighty river.
- At that time, there was no money, so they used to trade with their neighbours for goods and food.
- By 3000, B.C the Ancient Egyptian civilization was born.
- Kings were called pharaohs. These kings built huge temples, pyramids and other monuments, many of which you can still see today. The most well-known Pharaoh is Tutankhamun. The pyramids are world-famous and the almighty Pharaohs were buried inside these giant pyramids or in secret tombs.
- To help themselves in the afterlife, they believed that they needed to be buried with treasure.
- The Nile River was an important part of life and the people of Ancient Egypt lived along the river for many years. It was their greatest source of wealth. They were able to use water from the Nile to help to grow crops to sell. It was also a means to travel.

Cause and consequence - To recognise why people did things, why events happened and what happened as a result

- Why were Pharaohs buried in tombs along with treasure? The Ancient Egyptians believed that when you died you would be transported to the after-life. They believed that they would need this treasure in the afterlife. Following the announcement of a death, to preserve the bodies so that their souls could re-connect with them in the afterlife, kings were embalmed and wrapped in cloth bandages. The brain and internal organs were removed and placed in canopic jars. The body was dried out before it was wrapped.

Similarities and differences within the time period - To make observations about different types of people, events, beliefs within a time period

- Were kings always buried inside tombs within the pyramids? After 1500BC, the ancient Egyptians stopped building pyramids because they took too long to build and cost too much money. Instead, kings were buried in chambers within the Valley of the Kings

Chronology over a short period of time - To use a timeline to chronologically order the major discoveries made by Howard Carter

- 1st Nov 1922 – Started his final season working in the Valley of the Kings
- 4th Nov 1922 – His team discovered a stone in the sand and uncovered a whole flight of steps
- 25th Nov 1922 – The team discovered a door and a passageway was found
- 26th Nov 1922 – Gold statues of animals and treasure were found (possessions for the afterlife)
- 17th Feb 1923 – They found and opened a third door leading to Tutankhamun's burial chamber
- 1923 – 1932 – It took the team 9 years to fully excavate and clear the tomb

Continuity and change - To describe and make links between main events and changes across different time periods

- How are people buried now? Some people are still embalmed when they die and, in some religions, they are buried with items which are special to them/are precious. Most people today are buried or cremated.

Communication of the significance of events and people - To talk about who and what was important when writing a recount of the discovery of Tutankhamun

Historical terms - To develop the appropriate use of historical terms

- Civilisation
- River Nile
- The Pyramids
- Canopic jars
- Pharaohs
- Mummification
- Tomb
- Sarcophagus
- Afterlife

Assessment Task

- Opportunity to assess the knowledge children have retained linked to the curriculum intent
- Opportunity to assess the knowledge children have retained from their previous topic linked to the curriculum intent

Year 5/6

Autumn 2 – Ancient Greece

Chronology over a long period of time - To understand how Ancient Greece compares in chronology to previously learned periods of time

Historical questions - To ask historically valid questions about Ancient Greece

Examples of the types of questions children may formulate:

- When did the Ancient Greek civilisation begin?
- How was life different to modern day Greece?
- What Ancient Greek ideas spread?

Interpretations of history - To understand how knowledge of the past is constructed from a range of sources

Sources to include:

- artistic impressions
- ancient artefacts
- museum visit
- photographs of excavations
- written evidence such as speeches

Historical enquiry - To select and organise relevant information to show an understanding of significant aspects of history

- 2,500 years ago, Greece was one of the most important places in the ancient world.
- The Greeks were great thinkers, warriors, writers, actors, athletes, artists, architects and politicians.
- They lived in mainland Greece and the Greek islands, but also in colonies scattered around the Mediterranean Sea. There were Greeks in Italy, Sicily, Turkey, North Africa, and as far west as France.
- They sailed the sea to trade and find new lands. The Greeks took their ideas with them and they started a way of life that is similar to the one we have today.
- Only a very powerful ruler could control all Greece. One man did in the 300s BC. He was Alexander the Great. Alexander led his army to conquer an empire that stretched as far as Afghanistan and India.
- The Greeks built grand temples to their gods and sculptures of brave heroes.
- They invented the theatre. Thousands of people packed the hillside arena of ancient Athens to watch plays by famous writers. The Greeks also celebrated the arts with big festivals. There was always music, dancing and feasting in honour of their gods.
- The Olympic Games began over 2,700 years ago in Olympia, Greece. Every four years, people came from all over the Greek world to watch and take part. The ancient games were also a religious festival, held in honour of Zeus, the king of the gods. This is how the modern-day Olympic Games began.

Cause and consequence - To recognise why people did things, why events happened and what happened as a result

- Why did the Ancient Greeks organise the first Olympic Games? The Greeks believed that a healthy body was very important. Most men and boys practised sports every day because they enjoyed them and wanted to keep fit. The entire games were dedicated to one of their gods, Zeus. The Olympic games, held there every four years, became so important in Greek life that they were used as the basis for the Greek calendar.

Similarities and differences within the time period - To make observations about different types of people, events, beliefs within a time period

- How did participation in the games change within ancient Greek times? The very first games were held mainly for men living in Olympia. Over time, competitors from all over Europe began to travel to compete in the games. The games were announced by heralds traveling to all the major Greek cities around the Mediterranean

Chronology over a short period of time - To use a timeline to chronologically order the changes made to Olympic Games in Ancient Greece from its emergence.

- 776 BC - First athletic games in honour of Zeus are held at Olympia with one event, the Stadion foot race

- 708 BC - 680 BC – Boxing, Wrestling, Chariot Racing and the Pentathlon are added to the games
- 632 BC - Events for boys are added to the schedule of the Olympic Games which are extended to three days for the first time
- 420 BC - Sparta is excluded from the Olympic Games for breaking the sacred truce
- 72 BC - Gaius becomes the first Roman victor at the Olympic Games.
- 393 AD - Roman Emperor Theodosius ends all pagan Games in Greece.

Continuity and change - To describe and make links between main events and changes across different time periods

- What influences does Ancient Greece have on the modern world? Sport, government, philosophy
- How are the modern Olympic Games different to the Ancient Games? Unlike in the very first Olympic Games, both men and women are now allowed to compete. Athletes from all over the world now compete in the games. The modern Olympic games are less about religion and sacrifice and more about sporting achievement.
- Did the Greeks invent government? In ancient Athens, men would gather together to decide the city's laws and who should sit on its ruling council. This was 'democracy' or 'rule by the people'. All 30,000 citizens were men. Women and slaves didn't get a say. A citizen could speak for the time it took water to run from one jar into another. When this water clock ran out, it was someone else's turn. A jury of 500 citizens decided if someone was guilty of law-breaking. Punishments included death. Citizens could also vote to get rid of people they disliked. Each man wrote a name on a broken bit of pottery called an 'ostrakon'. Anyone named more than 600 times got kicked out of the city. Today, we also live in a democracy. Unlike in ancient Greece, women get to vote too. Juries of 12 people decide if someone is guilty of a crime - we don't use ostrakons anymore.
- Did the Greeks change the way we think? Ancient Greek thinkers made big discoveries. Pythagoras found ways to measure and describe shapes that we still use in maths today. Aristotle studied plants, animals and rocks. He devised experiments to find out about the world we live in. Modern scientists do the same kind of thing today.

Communication of the significance of events and people

Write an advertisement for the first Olympic Games in Athens.

Historical terms - To develop the appropriate use of historical terms

- Greek Empire
- Olympics
- Alexander the Great
- Conquer
- Parthenon
- Ostrakon
- Philosophy

Assessment Task

- Opportunity to assess the knowledge children have retained linked to the curriculum intent
- Opportunity to assess the knowledge children have retained from their previous topic linked to the curriculum intent

Year 5/6

Summer 1 – World War II (Battle of Britain)

Chronology over a long period of time - To understand how World War 2 compares in chronology to previously learned periods of time

Historical questions - To ask historically valid questions about the Battle of Britain

- When did the war begin?
- How long did it last?
- Which countries fought in the war?
- Why did the war begin?
- Who won the war?

Interpretations of history - To understand how knowledge of the past is constructed from a range of sources

- Pilot's log books
- Reports comparing British and German losses
- Air Ministry reports
- Speeches
- Photographs

Historical enquiry - To select and organise relevant information to show an understanding of significant aspects of history

- Before World War 2 began, Germany was ruled by a man named Adolf Hitler. Together with the Nazi Party, he wanted Germany to rule Europe.
- To gain more land and power, on 1 September 1939, German troops invaded Poland. After Hitler refused to stop the invasion, Britain and France declared war on Germany – World War II had begun.
- 20 years earlier, World War 1 had to be fought on the ground. This war was very different as it was fought on the ground, on the sea and in the air. Germany's aim was to invade Britain by travelling by boats across the English Channel. This mission was called Operation Sealion.
- To help achieve this mission, Germany sent the Luftwaffe (German air force) to destroy Britain's Royal Air Force first. Hitler felt it was essential to destroy the British air force to stop it sinking the ships that would carry German soldiers across the Channel.
- For over 3 months in 1940, fighter planes from Germany and Britain fought in the skies above Britain and the English Channel. Both sides lost many planes and hundreds of pilots and air crew were killed. Britain won the Battle of Britain as they caused significant damage to the German air force, enough to mean that the
- Germans were no longer able to invade Britain by sea as they no longer had the support from their air force.
- The Battle of Britain marked the first defeat of Hitler's military forces and was a key turning point in the war.

Cause and consequence - To recognise why people did things, why events happened and what happened as a result

- What happened as a result of Germany losing the Battle of Britain? Germany was forced to halt their invasion plans and instead concentrate on bombing Britain from the skies. Their attacks, which took place at night, was known as The Blitz. As they could not invade Britain, they tried to destroy factories, railway stations, airfields and other vital structures which were key to the Britain's war effort. Many cities such London, Liverpool and Coventry were heavily bombed. Thousands of people were killed and many buildings were destroyed.
- When and why did the Blitz end? As a result of the Battle of Britain, the German air force found it difficult to recover. Knowing that they would not be able to invade Britain, they turned their attention to invading the Russia (known then as the USSR). In 1941, the bombing of Britain stopped

Similarities and differences within the time period - To make observations about different types of people, events, beliefs within a time period

- How did the Battle of Britain affect Britain and Germany differently? The battle was won in large part because Britain was producing at least twice as many planes as Germany could. In July, 1940, Britain produced 496 new fighters. Not only that, but many English pilots whose planes were shot down would parachute to safety, only to be back in the air 24 hours later. German pilots drowned in the Channel. The RAF became stronger, while the Luftwaffe became weaker

Chronology over a short period of time - To use a timeline to chronologically order key events of the Battle of Britain
Continuity and change - To describe and make links between main events and changes across different time periods How did the Battle of Britain change the course of the war? With Hitler unable to invade Britain, his attentions turned to invading Russia. Britain and the Allied Forces were able to rebuild and become stronger. They were able to fight back against the German army on land. In 1945, Germany surrendered as their army was badly weakened from the fighting. The war was over and the Battle of Britain had played a huge part in changing the course of the war to ensure an allied victory.
Communication of the significance of events and people To write a speech from the perspective of Winston Churchill.
Historical terms - To develop the appropriate use of historical terms - Battle of Britain - The Blitz - Spitfires - RAF - Luftwaffe - Dog fight - Invasion - Operations
Assessment Task - Opportunity to assess the knowledge children have retained linked to the curriculum intent - Opportunity to assess the knowledge children have retained from their previous topic linked to the curriculum intent