Coates Primary School

History 2026-27

Subject: History	Overview and goals	Knowledge		Golden Threads (Themes and Substantive Concepts)	Skills	Concepts
EYFS	Understanding the World ELG: Past and Present To talk about the lives of the people around them and their roles in society. To know some similarities and differences between things in the past and now drawing on their experiences and what has been read in class. To understand the past through settings, characters and events encountered in books read in class and storytelling.	**3 and 4 year olds**	To being to make sense of their own life story and their family's history	**Society** Culture	To look at photos and talk about the photos and memories. To retell their life story about themselves and their family that their parents have told them.	• To remember stories from a time that has already happened • To know their life story is the story about themselves that has happened so far
			To show interest in different occupations		To meet people from a range of different occupations such as a plumber, farmer, vet, a member of the emergency services or a vet. To learn new vocabulary related to the occupation and to use in speech and play. To know that any gender can be any occupation.	• To understand people have different jobs • To understand that men and women can have the same job e.g. firefighter

		Reception	To talk about members of their immediate family and community. .	**Society** Culture	To talk about their family during dedicated talk time. To listen to information from adults in the class about their own family and to ask questions or make comments. To share pictures of their family and to talk about them. To understand how there are many different families by looking at books and examples in real life.	• To know who is in their family • To ask questions about the family of others • To understand that families can be different
			Name and describe people who are familiar to them		To talk about people they have seen in the community such as the police, the fire service, doctors and teachers. To talk about their own experience with people who are familiar to them.	• To understand people have different jobs • To draw on their own knowledge to discuss people in the community

			Comment on images of familiar situations in the past.		To listen and explore the similarities and differences of stories, pictures, artefacts and accounts from the past. To visit a local area of historical importance. To look at images of familiar situations in the past such as homes, schools and transport. To talk about experiences familiar to them and how they may have differed before. To start to organise events in the order that they happened, recognizing that things happened before they were born.	• To know the meaning chronology – in order of time that something happened • To understand what the past is – events that have already happened • To put events into order of time

			Compare and contract characters from stories, including figures from the past.		To look at texts and images and to listen to stories to start to develop an understanding of the past and present. To listen to stories about fictional and non-fictional characters from a range of cultures and talk about them. To talk about their experiences with common themes from stories such as bravery, difficult choices and kindness. To listen to stories, poems and songs about characters from the past which could be shown through oral storytelling or other methods such as puppets and role play.	• To recall what the present is • To recall what the past is • To recall facts

Y1	To know and understand the history of these islands as a coherent, chronological narrative, how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world To know and understand significant aspects of the history of the wider world: characteristic features of past non-European societies; achievements and follies of mankind Gain and deploy a historically grounded understanding of abstract terms such as 'empire', and 'parliament' Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first airplane flight or events commemorated through festivals or anniversaries] The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]	**Society** Culture, settlement **Exploration** Culture, settlement **Power** Monarchy, religion, empire	**Chronological Understanding** To sequence events, people or objects in chronological order Describe things that happened to themselves and other people in the past. Use timelines to order events or objects	• To understand that sequence means to put into an order • To know the meaning chronology – in order of time that something happened • To understand what the past is – events that have already happened • To understand change and that people's way of life can be different from our own. • To know what a timeline is • To know how a timeline is read – from left to right • To place events in order of time from oldest to newest

	Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims	Significant historical events, people and places in their own locality.		**Historical enquiry** To sort artefacts into "then" and "now" Use as wide a range of sources as possible To ask and answer questions related to different sources and objects, for example "what were they used for?"	• To know what an artefact is – a historical or cultural object made by a human being • To recognise artefacts that are 'old' or not from our current time period • To be able to sort artefacts into two categories • To know what a source is – a place, person or thing from which something comes from
				Events and people from the past Know and recount episodes from stories about the past Recall some facts about people and events before living memory Recognise the difference between past and present in their own and others' lives	• To remember stories from a time that has already happened • To know people in the past who are no longer living • To recall what the present is • To recall what the past is • To recall facts
				Historical interpretation Begin to identify different ways to represent the past	• To use different ways e.g. photos, videos, pictures, artefacts stories, adults

					talking about the past
				Organization and communication Sort events or objects into groups Tell stories about the past To talk, write and draw about things from the past.	• To identify different ways to sort objects or events • To know stories about the past • To recall and retell stories about the past • To show different ways of presenting information about the past

Y2	To know and understand the history of these islands as a coherent, chronological narrative, how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world To know and understand significant aspects of the history of the wider world: characteristic features of past non-European societies; achievements and follies of mankind Gain and deploy a historically grounded understanding of abstract terms such as 'empire', and 'parliament' Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, religious and	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] Significant historical events, people and places in their own locality.	**Society** Culture, settlement **Exploration** Culture, settlement **Power** Monarchy, religion, empire	**Chronological Understanding** To know where the people and events they study fit within a chronological framework. To sequence artefacts closer together in time To sequence photos etc. from different periods of their life Describe memories of key events in lives	• To understand that sequence means to put into an order • To know the meaning chronology – in order of time that something happened • To know what an artefact is – a historical or cultural object made by a human being • To identify some key events in their own lives • To be able to identify the key events in someone else's life •
				Historical enquiry To use a source – to ask the questions "why, what, who, how, where" and to find answers To effectively use time lines Discuss the effectiveness of sources	• To identify ways to find out the answers i.e. in a book, the internet etc. • To understand that sequence means to put into an order • To know that not all sources tell the full truth • To know that sources only show one side •

	social history; and between short- and long-term timescales.				
				People, Places and Events Recognise why people did things, why events happened and what happened as a result Recount the main events from a significant event in history Identify similarities and differences between ways of life at different times	• To describe why events might have happened • To describe what happened
				Historical interpretation Compare pictures or photographs of people or events in the past Able to identify different ways to represent the past	• To say what is the same about a picture or photograph • To say what is different about a picture or photograph • To know how to show ways to represent the past – diary entry, newspaper etc.

				Organization and communication Describe objects, people or events in history using historical vocabulary Use timelines to order events or objects or place significant people To find ways of sharing information about the past.	• To know key people in history • To know important events in history • To be able to describe a historical object using vocabulary such as 'old' and 'new' • To use terms such as 'last year, a decade ago, a century ago) • To communicate in different forms – speaking, writing, drawing, role-play, storytelling and use of ICT

Y3	Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting	Changes in Britain from the Stone Age to the Iron Age The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of the Ancient Egyptians A non-European society that provides contrasts with British history – The Maya	*Ancient Egypt* **Power** civilisation, religion, monarchy, trade *The Maya* **Exploration** trade, culture, civilisation, religion *Stone Age – Iron Age* **Society** civilisation, settlement, culture, migration	**Chronological Understanding** To place the time studied on a time line Use dates and terms related to the study unit and passing of time Sequence several events or artefacts	• To be able to find events before and after the time they are studying • To be able to place the time they are studying on a time line with other times on • To know key terms e.g. Vikings, Normans etc. • To know time words relating to the passing of time e.g. century, decade etc. • To understand that sequence means to put into an order
				Historical enquiry Use a range of sources to find out about a period Ask and answer questions To begin to use different forms of research to find out information	• To know what a source is – a place, person or thing from which something comes from • To be able to identify different sources e.g. photographs, a diary entry, newspapers, a fact file etc. •

	arguments and interpretations of the past have been constructed Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.			Find out about everyday lives of people in time studied and to compare with our life today Identify reasons for and results of people's actions Understand why people may have wanted to do something	• To investigate and research people • To compare how they lived then and how we live now •
				Historical interpretation Identify and give reasons for different ways in which the past is represented Distinguish between different sources and evaluate their usefulness Look at representations of the period – museum, cartoons etc.	• To know how to show ways to represent the past – diary entry, newspaper etc.
				Organization and communication Communicate ideas about the past using different forms.	• To communicate using writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT

Y4	Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses	Ancient Greece – a study of Greek life and achievements and their influence on the western world The Roman Empire and its impact on Britain A local history study – The Fens	*Ancient Greece* **Power** civilisation, religion, settlement, trade, culture *Roman Britain* **Conflict and Exploration** civilisation, empire, monarchy, trade, invasion *Local History* **Society** culture, settlement	**Chronological Understanding** To place events from the period they have studied on a time line Use terms related to the period and begin to date events Understand more complex terms e.g. BC/AD	• To understand that BC is used before the year 0 and means Before Christ • To understand that AD is used after the year 0 and means *anno domini* – in the year of our Lord i.e. the year Jesus was born • To realise that BC years count down until 0 and AD count up until the present day. •
				Historical enquiry Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions	• To know what is classed as evidence – a source e.g. newspaper, picture, photograph, diary entry • To be able to choose suitable sources to show a view point of life in the past •

	Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.			**People, places and events** Use evidence to reconstruct life in time studied Identify key features and significant events of time studied Look for links and effects in time studied Offer a reasonable explanation for some events	• To act out/create a model of life in the past • To know key features of a past time • To look for ways that connect a period in the past • To know what happened in an event in detail
				Historical interpretation To look at the evidence available and begin to evaluate the usefulness of different sources Use text books and historical knowledge to gain information	• To discuss how useful a source is • To discuss why some sources are not useful • To use historical knowledge such as archives, church records, censuses, diaries etc.
				Organization and communication To know the period in which the study is set Display findings in a variety of ways	• To display information using writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT

Y5	Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed	Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor A local history study (WW2, British Home Life evacuees)	*WW2 (local history)* **Power, Society and Conflict** monarchy, empire, invasion, civilisation *Anglo-Saxons and Scots* **Conflict and Exploration** invasion, monarchy, settlement, trade *Vikings* **Conflict and Exploration** invasion, migration, monarchy, settlement	**Chronological Understanding** Know and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past	• To understand that sequence means to put into an order • To know the meaning chronology – in order of time that something happened •
				Historical enquiry Begin to identify primary and secondary sources Use evidence to build up a picture of a past event Select relevant sections of information To confidently use different forms of research to find out information	• To begin to identify different sources • To know what is classed as evidence – a source e.g. newspaper, picture, photograph, diary entry
				People, places and events Study different aspects of different people - differences between men and women Examine causes and results of great events and the impact on people Compare life in early and late times studied Compare an aspect of life with the same aspect in another period	• To research and learn about causes of important events in history • *To look for ways that connect a period in the past*

	Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.				
				Historical interpretation Compare accounts of events from different sources Give reasons why there may be different accounts of history Evaluate evidence to choose the most reliable forms	• To know if an account is fact or fiction • To understand there are multiple sources for the same event in history
				Organization and communication Fit events into a display sorted by a theme of time Use appropriate terms, matching dates to people and events Record and communicate knowledge in different forms· work independently and in groups showing initiative	• To display information using writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT

Y6	Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (The Titanic) A local history study – The Tudors	*The Tudors* **Power** monarchy, religion, civilisation, empire *The Titanic* **Exploration and Society** migration, culture	**Chronological Understanding** Place current study on time line in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line	• To know the meaning chronology – in order of time that something happened • To understand how a time line works – it is normally read with the oldest date at the left side and the most recent day on the right side
				Historical enquiry Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past Bring knowledge gathered from several sources together to form contrasting arguments	• To find appropriate sources for that period of time • To know what a contrasting argument is • To find different sources that agree and disagree with each other

	contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.			**People, places and events** Find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Describe how some of the things studied from the past affect/influence life today Give reasons why changes may have occurred, backed up by evidence. To know key dates, characters and events of time studied	• To suggest how some events in the past affect our life today (e.g. World War II) • To know what is meant by belief – what people believed in • To know what is meant by behaviour – how people acted • To show evidence to back up their reasons • To recall important dates about a time period
				Historical interpretation Link sources and work out how conclusions were arrived at Know that people both in the past have a point of view and that this can affect interpretation Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.	• To look at how sources from the same event are connected • To know that people have different points of views • To know events in history in detail • To discuss why there are different accounts for the same event

				Organization and communication Use a variety of ways to communicate knowledge and understanding including extended writing Plan and present a self-directed project or research about the studied period	• To communicate knowledge using writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT