



Singlewell Primary School – History Curriculum Overview 2026/2027



	AUTUMN	SPRING	SUMMER
EYFS (Understanding of the World)	All About Me Local History Link – Our Homes <u>NC objectives:</u> -Talk about the lives of the people around them and their roles in society. - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. - Understand the past through settings, characters and events encountered in books read in class and storytelling. - Engage in non-fiction books. - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. <u>PD Focus:</u> Sense of identity and belonging- What is my home like? How is it similar or different to others? <u>Activities:</u> -Role play/home corner set up as a home from the past. - Read stories set in the past. -Look at photos of homes in the past.	-	Traditional Tales <u>NC objectives:</u> - Understand how to listen carefully and why listening is important. - Learn new vocabulary. -Use new vocabulary through the day -Describe events in some detail. -Engage in story times. - Listen to and talk about stories to build familiarity and understanding. <u>PD Focus:</u> Curiosity- How is this story linked to the past? <u>Activities:</u> - Share traditional stories and discuss when it was set? How do we know this? Role play stories from the past.
Year 1	What can toys tell us about children's lives now and in the past? <u>NC objective:</u> To understand changes in living memory. <u>PD focus</u> Sense of identity- Where do I fit into this timeline? What do I own? Curiosity: How was this played with? Diversity: Did everyone have toys? Were they all like this? <u>Activities:</u> -Visitors to discuss toys from the past. -Handling old toys.	How can we find out what homes were like in the past? <u>NC objective:</u> To know about historical events and places in their own locality. To understand changes in living memory. <u>PD focus</u> Sense of identity and belonging- What is my home like? How is it similar or different to others? Respect and Tolerance Respectful discussion about others' homes. Cultural awareness Homes can look different in different places. <u>Activities:</u> -Viewing houses built in the past- local area walk.	How did castles help people stay safe in battle? Leeds castle - Trip <u>NC objective:</u> To understand 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. <u>PD focus</u> Empathy and Curiosity Who lived in a castle or castle grounds? How did people look after themselves and others? <u>Activities:</u> -Investigate the roles of people who lived in and around Leeds Castle.

Year 2	How did the Great Fire of London change the city? NC objective: To know about events beyond living memory that are significant nationally or globally. PD focus Citizenship: Keeping people safe and caring for each other to rebuild the city. Resilience: How did people show resilience to overcome this disaster? Understanding change and growth: change can be positive (the new London was much safer). Activities: -Meeting modern firemen to talk about the role of fire safety. -Comparing maps old and new.	How has the monarchy changed over time? (Including significant British monarchs in the past & modern Royal Family) NC objective: To understand 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. PD focus Identity: Developing a sense of national and cultural identity. Respect and tolerance: Understanding there are different ways of ruling. Citizenship and responsibility: How could leaders inspire children to think about supporting their own communities? Activities: -identify similarities and differences between past and modern royal families. - 'If I were a monarch for a day I would...'	How did explorers change the world? Local History link - Pocahontas NC objective: To know about events beyond living memory that are significant nationally or globally. PD focus Resilience and empathy Facing fears to gain opportunities. Respect and global understanding Differences found by Christopher Columbus. Curiosity Children's thirst for knowledge and excitement about the topic should be developed. Activities -What would you do if you faced a challenge on your journey? -Compare homes, food and travel from around the world.
Year 3	What can artefacts tell us about the Stone Age, Bronze Age and Iron Age? NC objective: To understand changes in Britain from the Stone Age to the Iron Age. PD focus Curiosity and critical thinking: Investigating how things are found and what they might tell us. Respect and cultural appreciation. People from all cultures can contribute to human progress. Creativity and self-expression: Understanding the value in creative tasks. Local history: Swanscombe Man (remains found in local area of Neanderthal.) Activities: -Archaeologist for a day. -Make own artwork in relation to the topic. https://www.kentarchaeology.org.uk/magazine/10/01-fifty-years-of-swanscombe-man (use AI to simplify this information)	What made Ancient Egypt one of the world's greatest civilizations? NC objective: To understand the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt. PD focus Curiosity: Developing understanding of a different culture. Empathy: People had different beliefs and challenges. Leadership and responsibility: How did leaders make changes? Shared global heritage: Discussions around how we know about Egyptians and how others in the future will know about us. Activities: -Write your name using hieroglyphs. -Research inventions eg pyramids, writing, tools, mummification. -Display of different Egyptian gods/goddesses. -Compare Ancient Egyptian and modern writing.	What was life like in the Roman Empire? Local History link – Chantry with Roman remains NC objective: To know about the Roman Empire and its impact on Britain. PD focus Curiosity: What was life like? Empathy: Consider fairness and human rights. Respect and cultural appreciation: Discuss how cultures can mix and evolve. Activities: -Explore inventions or houses. -Discuss the differences for rich and poor living in that time. - Identify the benefits of evolving to include some Roman inventions and heritage into daily life (e.g. sewage systems).
Year 4	How did the Mayan Civilization achieve so much without modern tools? NC objective: To know about a non-European society that provides contrasts with British history- Mayan civilization c. AD 900. PD focus	How did battles and conquests help the Anglo-Saxons change Britain? NC objective: To know about Britain's settlement by Anglo-Saxons and Scots. PD focus	How did the British Empire during the Victorian era affect life at home and abroad? NC objective: To study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. PD focus

	Curiosity: Compare different ways of life. Teamwork and community: Understanding that a civilization is only successful if people work together. Leadership and responsibility: There were different roles within their society. Activities: - Create a Mayan calendar. - Group project to create artwork e.g. Mayan Village. - Create a Mayan council meeting with decisions to be made (eg distribution of crops and medicines).	Empathy: Builds empathy and emotional understanding of loss, bravery, and adaptation. Teamwork and community: Promotes shared responsibility and community spirit. Leadership, Justice, and Responsibility: Links to British Values: democracy, rule of law, mutual respect. Encourages reflection on fairness, justice, and good leadership. Activities: - Write a diary/role play as a villager whose home was invaded, how did they defend & attack? - Debate: "What makes a fair leader?" - Compare Anglo-Saxon laws with modern ones — what's changed and why?	Critical thinking: understand cause and consequence in history. Builds awareness of complexity — that events can have both positive and negative effects. Resilience: Know that resilience can lead to innovation. Morality: the impact of our actions on others. Activities: - Create a map showing global connections of the Empire. - Research some of the significant inventions. Interesting contextual reading: https://www.britannica.com/event/Victorian-era
Year 5	What clues can we find about daily life in the Ancient Greek civilizations? NC objective: To know about Ancient Greece – a study of Greek life and achievements and their influence on the western world. PD focus Curiosity and critical thinking: analysing evidence. Empathy and human rights: Pupils appreciate freedom and equality in modern society. Citizenship, Democracy, and Responsibility: children to value their own voice in decision-making- links to school council and British Values. Change and legacy: Pride in shared global heritage. Activities: - "History detectives" activity: examine photos of Greek artefacts and infer their uses. - Research project: daily life in Athens vs Sparta. - Compare what life was like for different groups- men, women, slaves, children, philosophers, and soldiers. - Hold a class vote on an issue, inspired by the Athenian assembly.	What would it be like to be a Viking warrior in battle? NC objective: To understand the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. PD focus Courage and resilience: Promotes self-confidence in tackling their own challenges. Critical Thinking: Builds confidence in decision-making and foresight. Morality: Encourages ethical thinking and understanding cause-and-effect. Activities: - How might I feel if I were a warrior? - Debate the pros and cons of Viking raids, were they fair? - Create shields, helmets, or runic messages inspired by Vikings.	What clues can we follow to solve the mystery of the Titanic? NC objective: To know about a significant event in British history that extends children's chronological knowledge beyond 1066. (Titanic = 1912, major historical event) PD focus Curiosity: Inspires pupils to ask questions and evaluate evidence carefully. Respect and cultural awareness: The different outcomes for those of different social classes. Understanding consequences and ethics: Awareness that actions have long-term consequences. Activities: - Investigate historical evidence — passenger lists, survivor accounts, photographs, and ship plans — to understand what happened. - Compare stories of first-class and third-class passengers. What evidence was available to leaders? Did they make good choices? Reflective writing: "What would I do differently if I were in charge?"
Year 6	What secrets about old laws and punishments reveal about who had power in the past? NC objective: To study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. PD focus Critical thinking: Develops analytical skills by comparing past and present legal systems. Empathy: imagining the experiences of people with	What mysteries can we solve about the power of the Benin monarchy? NC objective: To know about a non-European society that provides contrasts with British history- Benin (West Africa) c. AD 900-1300. PD focus Critical thinking: piecing together clues from the past. Empathy: Reflect on the human impact of power and privilege. Leadership and responsibility:	Can you uncover the secrets of the biggest battles of World War 2? NC objective: To study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. A local history study. PD focus Empathy: Encourages reflection on human experiences during conflict. Teamwork: Encourages cooperation in problem-solving and critical discussion.

	little power. Power and responsibility: Reflect on how power can be used fairly or unfairly. Activities: -Research examples of unusual or harsh punishments in different periods. -Debate: Compare laws affecting nobles vs ordinary people, were they ever fair? - Write a diary entry from the perspective of a peasant or prisoner. - Role-play: a courtroom or council deciding a punishment fairly.	Understanding of responsibility, decision-making, and accountability. Links to British Values: leadership, fairness, and justice. Respect and cultural appreciation: Promotes respect for diversity and global cultures. Activities: -Examine images or replicas of Benin artefacts and infer their meaning or purpose. -Research Benin monarchy and compare to other historical societies/civilizations: Egyptians/Greeks - Write a diary entry as a member of the royal court or a city artisan. - Role-play: make decisions as the Oba for the benefit of the kingdom. Debate: "What qualities make a leader respected and effective?"	Activities: -Investigate primary and secondary sources to learn about key battles, eg, Normandy, Stalingrad, Battle of Britain. - Write diary entries or letters as a soldier, nurse, or civilian. - Each group given different accounts of a single battle (propaganda poster, soldier diary, newspaper report). Groups present which they find most accurate and why.
--	---	---	--