St. Gabriel's CE Primary School
History Yearly Overview 2026-2027
Objectives and Topics

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	Settling at school	Celebrations	Favourite Stories	Transport and Emergency	We love animals	Explorers
Year 1		London's Transport Changes within Living Memory		Toys past and present Changes within Living Memory		
Year 2	Remember, Remember the 5th November Significant Event within Locality		The Great Fire of London Changes beyond Living Memory	Caring and Sharing Significant Individual within Locality		Terrific Transformations Local Study
Year 3	Ancient Egyptians		Dig! (From The Stone Age to The Iron Age) Stone to Iron Age			Rule Britannia Roman Britain
Year 4		Follow Me! Local History Study			Buried Treasure (The Anglo-Saxons) Britain's Settlement by Anglo-Saxons	The Vikings: Fire and Ice Viking and Anglo-Saxon Struggle
Year 5		Rats! (The Great Plague) British History Beyond 1066	Ancient Wonders of the World Ancient Civilisation		Greece: The Legends Live On Ancient Greece	
Year 6	Real London Lives Local History Study			Thinking Big: The Victorian Age British History Beyond 1066		History of the Islamic Religion Non-European contrasting society

Key Concepts

Substantive concepts of history are repeated throughout the curriculum. These provide lenses through which to consider the different aspects of history:

KS1

- Local History/significance
- Inventions
- Culture and pastimes
- Religion
- Historical figures/Influential women

KS2

- Civilization and Early achievements
- Invasion and Settlements
- Beliefs, Culture and pastimes
- Democracy
- Equality
- Society
- Key historical figures
- War and politics
- Conflict and Alliance
- Inventions and Empire
- Religion

EYFS - Past and Present ELG						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	Settling at school	Celebrations	Favourite Stories	Transport and Emergency	We love animals	Explorers
	Children at the expected level of development will: - 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;					

Year 1 History
Key Learning Outcomes

	Term 1 London's transport	Term 2 Mother Nature's Perfect Patterns	Term 3 Hot and cold regions of the world.	Term 4 Toys past and present	Term 5 Gardens galore	Term 6 Oh I do like to be beside the seaside.
DISCIPLINARY KNOWLEDGE AND NATIONAL CURRICULUM	• Continuity and change • Similarity and difference. • Historical enquiry → Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life			• Chronological understanding • Understanding of events, people and changes • Organisation and communication → Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.		
LINKS TO PREVIOUS LEARNING	• 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.					
BQ	How did Vehicles change from the 19th – 21st Century? ('then and now')			How have popular toys and games from the 19th - 21st century changed?		
SUBSTANTIVE CONCEPT	**Local History** Explore how the local area has developed (use of the Thames, canals etc.) **Inventions:** Find out about important inventions during the industrial revolution □ bicycles, cars, trains, roads, railway.			**Culture and pastimes**: Know the toys played in this time period are different to their own and explain how life is different in Victorian life compared to their own.		
VOCABULARY	Invention, transport, vehicles, railway, carriages, conductor, station, compare, contrast, change. environment, leisure, migrate, modern, pollution, travel			Artefact, toys, difference, decade, new, old, past, timeline, chronological, present, similarities, memories, technology, electronic, non-electronic, materials		

Year 2 HISTORY
Key Learning Outcomes

	Term 1 Gunpowder, treason and plot!	Term 2 Where in the world are we?	Term 3 The Great fire of London	Term 4 Caring and sharing	Term 5 Rainforests rule	Term 6 Terrific transformations
DISCIPLINARY KNOWLEDGE AND NATIONAL CURRICULUM	• **Historical enquiry** • **Historical interpretations** • **Chronological understanding** →Significant historical events, people and places in their own locality. →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]		• **Historical interpretations** • **Historical enquiry** • **Continuity and change** →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]	• **Understanding of events, people and changes** • **Chronological understanding** • **Similarity and difference.** →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: Mary Seacole and Florence Nightingale (Victorian) and Edith Cavell (Edwardian)		• **Historical interpretations** • **Organisation and communication** People who have shaped history. →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 **Amy Johnson (1903-1941)** **Female pilot from Hull. Famous for setting many long distance records.** **Elizabeth II (1926-2022) Longest reigning female Monarch.**
LINKS TO PREVIOUS LEARNING	**Local History** Year 1: - London Transport		**Knowledge / understanding of wider world history** Year 2: - Gunpowder, treason and plot!	**Knowledge / understanding of British history** Year 1:- Transport then and now, Victorian games and toys.		**Knowledge / understanding of wider world history** Year 2: Caring and Sharing
BQ	How do we remember Guy Fawkes?		How did London change after the GFOL?	Why do we remember Florence Nightingale?		What were the achievements of AJ and EII?
SUBSTANTIVE CONCEPT	**Religion and Local significance:** Understand the role the Monarchy had on religion in the 17th Century and the events that led to the Gunpowder Plot and why this date is remembered annually.		**Key historical figures:** Recall the life of Samuel Pepys and understand the importance of his diary as an historical source.	**Influential Women:** Recall facts about Florence Nightingale, Mary Seacole and Edith Cavell and understand the importance of what they achieved in their lifetime.		**Local Significance** Understand the significate achievements of key people in history and how this has impacted modern society in Britain and the wider world.
VOCABULARY	King James I, Monarchy, power, plot, Houses of Parliament Era/period, Traitor, Catholic, Protestant, Treason, symbolic, fireworks, remembrance, 1605.		King James, Stuarts, Eye witness Historian, Artefacts, Evidence Memorial, Remembrance, Impact, diarist, decade, 1666. Pudding lane	Timeline, Achievement, Victorian, Edwardian, Significant, Equality, Change, Impact, memorial, remembrance, Crimean war, Scutari, battlefield, cholera, herbal		Achievement, Significant, Change, Impact.

Year 3 HISTORY Key Learning Outcomes					
	Term 1 Walk like an Egyptian	Term 2 A Guide to Greece	Term 3 and Term 4 Dig! The stone age to the Iron age.	Term 5 Africa	Term 6 Britannia Rules!
DISCIPLINARY KNOWLEDGE AND NATIONAL CURRICULUM	• Chronological understanding. • Historical Interpretations • Historical enquiry →The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Egypt		• Chronological understanding • Historical evidence • Continuity and Change →Changes in Britain from the Stone Age to the Iron Age.		• Chronological understanding • Compare and contrast • Historical Interpretations →The Roman Empire and its impact on Britain. • The Roman Empire by AD 42 and the power of its army • British resistance: Boudicca
LINKS TO PREVIOUS LEARNING	Knowledge / understanding of wider world history. Year 3 – Historical interpretations and analysing artefacts.		Knowledge / understanding of British history Year 2: - London Then and Now.		Knowledge / understanding of British history Year 3: - HT 3 and 4 – Stone age to Iron Age.
BQ	What can we find out about ancient Egypt?		What changes occurred in Britain from Stone Age to the Iron Age?		What impact did the Roman Empire have on Britain?
SUBSTANTIVE CONCEPT	Civilization Explore technological advancements of this era and the societal structure. Religion and Beliefs: Understand how their beliefs/religion influenced daily life.		Settlements: Find out how homes have changed over time. Culture and pastimes: Find out about everyday lives of people, knowing how they hunted for their food and how and what they ate. Understand the term hunter gatherer. Describe a typical day for a Stone person.		Key historical figures: Learn some key facts about Julius Caesar and Boudicca and their influence during period of study Conflict: Explore the reasons why Romans invaded and settled in Britain. Understand that Rome was a very important place and many decisions were made there Inventions: Explain how key inventions positively impacted British society during the time studied
VOCABULARY	Legacy, Archaeologist, Artefacts, Sources, Era/period, civilisation, hieroglyphs, gods, pharaohs, tombs, pyramids, river Nile, vizier, papyrus.		interval, duration, sequence, BC/BCE, AD/CE Prehistory, B.C.E, B.C, A.D, Neolithic , Nomad, Palaeolithic, Mesolithic, Hunter gatherer, Archaeologist, Hill fort Primary/secondary sources, Civilization, Neanderthal, Homosapiens, Pelt, domesticated , culture, settlement, Celts, Celtic tribes, natural resources, monuments, hillforts		Empire, Roman empire, republic, country, state, territory, culture, patricians, consuls, senate, plebeians, dictator, 43 CE, Boudicca, Legacy, infrastructure

Year 4 HISTORY Key Learning Outcomes					
	Term 1 Come Dine with me.	Term 2 Follow Me!	Term 3 and 4 Mountains, Rivers and The Water Cycle	Term 5 Buried Treasure!	Term 6 The Vikings! Fire and Ice
DISCIPLINARY KNOWLEDGE AND NATIONAL CURRICULUM		• Chronological understanding • Cause and consequence • Significant people and events →A local history study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.		• Historical enquiry • Chronological understanding. →Britain's settlement by Anglo-Saxons and Scots. • Scots invasions from Ireland to north Britain (now Scotland) • Anglo-Saxon invasions, settlements and kingdoms: place names and village life	• Cause and Consequences • Chronological understanding. • Significant people and events →The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (Viking raids and invasion and Edward the Confessor and his death in 1066)
LINKS TO PREVIOUS LEARNING		Local History and Knowledge / understanding of British history. Year 2: - Caring and Sharing (Florence Nightingale and the Victorian Era) - London Then and Now.		Knowledge / understanding of wider world history. Year 3 -Roman Britain	Knowledge / understanding of wider world history. Year 4 - Anglo Saxon Britain
BQ		What's the story of Votes for Women' in my local area?		Why did the Anglo Saxons Invade Britain?	Raiders or settlers: what impact did Viking settlement have on Britain?
SUBSTANTIVE CONCEPT		Democracy: Explore how law and rules are created through Parliament. Equality: Learn how key figures in history fought for the right of women to vote.		Beliefs: Understand why people converted from Paganism to Christianity during the time period Invasion and Settlements: Understand where the Anglo-Saxons come from. Be able to understand that Britain was divided into different kingdoms and how they lead to the creation of county boundaries	Key historical figures: Learn some key facts about Edward the Confessor and King Alfred the Great and their influence during period of study. War - Understand the importance of the Battle of Hastings 1066
VOCABULARY		Empire, Colony, Revolt, Resistance Historical interpretations, legacy cause and effect, Equality Suffragettes, Suffragists		Angles, Saxons, Jutes, Roman withdraw, Settlements, Danegeld, culture, Democracy, Cause and effect Myths	B.C.E/B.C/A.D, Empire, Settlers Invasion, Invade/conquer , Raids, Migration, Kingdom, Longboat, Longhouse, Warrior culture

Year 5 HISTORY
Key Learning Outcomes

	Term 1 Disaster! Earthquakes and Volcanoes.	Term 2 Rats! The Great Plague	Term 3 Ancient Wonders of the World; Sumer/Shang/Indus/Egypt	Term 4 Migration	Term 5 Greece: The Legends Live On	Term 6 Roaming Roots: Exploring Canada's Nomadic Culture
DISCIPLINARY KNOWLEDGE AND NATIONAL CURRICULUM		• Cause and Consequence • Historical Enquiry • Continuity and change • Analyse trends →Local history study • A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.	• Historical interpretations • Historical evidence • Organisation and communication →The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared:. • Ancient Sumer • The Indus Valley • The Shang Dynasty of Ancient China		• Historical interpretations • Continuity and change • Historical evidence → A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • the legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day	
LINKS TO PREVIOUS LEARNING		**Knowledge / understanding of wider world history.** **Year 4 -** Anglo Saxons - Norman Britain.	**Knowledge / understanding of wider world history.** **Year 4 -** Ancient Egyptians – In depth study.		**Knowledge / understanding of wider world history.** **Year 3 -** The Romans **Year 4 -** Ancient Egyptians. **Year 5** – Ancient civilizations	
BQ		Great Plague of 1665-1666 What was the impact of the Great Plague on 17th-century London?	How did these civilizations shape the development of human society and culture today?		What mattered to the Ancient Greeks?	
SUBSTANTIVE CONCEPT		**Beliefs:** Explore the effect people's beliefs had on understanding the spread of the plague. **Society:** Explore what daily life was like in Medieval Britain.			**Beliefs, Culture and pastimes:** Find out about everyday lives of people in the period studied and compare with modern life. Understand the impact that the Ancient Greeks had on the world today including the Olympics. **Warfare an politics:** Learn how the Roman Empire came to be a global power.	
VOCABULARY		The dark ages/Medieval Britain, Trade and the Silk Road, Black death/Plague Buboes, Epidemic, Pandemic Quarantine, Primary evidence Secondary evidence, Analyse Historical Enquiry			Ancient Greece, Trojan War, Athens (Athenians), Sparta (Spartans), democracy, assembly, law, justice, culture, trade, Olympics, Alexander the Great, states, Oligarchy	

Year 6 HISTORY
Key Learning Outcomes

	Term 1- Real London Lives	Term 3 Man Vs Beast	Term 4 The Victorians – Big ideas.	Term 5 UK study	Term 6 History of the Islamic Religion
DISCIPLINARY KNOWLEDGE AND NATIONAL CURRICULUM	• **Chronological understanding** • **Cause and consequence** • **Making connections** →*A local history study* • *A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.*		• **Significant events** • **Cultural Diversity** • **Cause and consequence** • **Analyses trends** →*A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066* • *A significant turning point in British history the first railways/Industrial revolution (The Victorians)*		**Change and continuity** **Historical enquiry** →*A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900;*
LINKS TO PREVIOUS LEARNING	**Knowledge / understanding of British history** *Y4 – Follow me*		**Knowledge / understanding of British history** *Y2 – Caring and sharing* *Y4 – The suffragettes* *Y6 – Real London Lives WW1.*		**Knowledge / understanding of British and World history** *Y5 – Ancient Civilizations*
BQ	**What events led to WW1?**		**How did the Industrial Revolution transform society, economy, and culture during the 18th and 19th centuries?**		**What caused the end of Early Islamic Civilisation in Baghdad?**
SUBSTANTIVE CONCEPT	**Conflict and Alliance:** *Understand the chain events that led to the first global war. Know about the key battles of Verdun and the Somme*		**Inventions and Empire** *Understand the how inventions like the steam engine revolutionize Britain and how this affected people and the economy. What role Britain had on colonisation within Commonwealth countries.*		**Beliefs and Religion:** *Understand how religion played such an important part in daily life and how this impacted on society.* **Civilization:** *Learn about the technological advancements of this era (maps, travel)*
VOCABULARY	*WW1 1914-1918, 20th Century, alliance, Trench warfare, Democracy* *Suffrage, Diversity, Empire, commonwealth, allies, central powers, propaganda, neutral, treaty of Versailles, infantry, front line, Flanders field, Battle of the Somme (1916) , Gallipoli (1916), Battle of Verdun (1916)* *Secondary and Primary sources*		*Queen Victoria, empire, economy, Monarchy, Industrial revolution, society, inventions, social class, factories, rural, urban, government, class, wealth, upper-class, lower-class middle-class*		*Prophet Muhammad, Islamic golden age, House of Wisdom and Islamic geometric patterns, Abbasid dynasty, architecture, engineering, the silk Road, trade,* **Abbasid Caliphate, 'the Round City'**, *Christians, Jews, Gnostics and Zoroastrians, banks of the* **Tigris**.