



Rockcliffe CE School - Whole School History Overview

Below is an overview of the History learning focus for each term/half term in each class.

Class teachers may choose to adapt the schemes of work to suit their class but must ensure full coverage throughout the two-yearly cycle.

2025-2026						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p><u>All about me:</u> <u>Understanding the world</u> Explore the outdoor environment and talk about the local area - our homes and the school grounds. Look at the children themselves, who is in their family. Create chronological timelines of the children at different ages and talk about the differences as they've grown - what is a milestone? Know similarities and differences between now and the past. Understand the past through stories, books and events.</p>	<p><u>People who help us/ Celebrations:</u> <u>Understanding the world</u> Explore changes in the weather and outdoor environment - leaves falling off trees, cold, frost. Draw, write and create in response to what they see and learn about. Think about the people we know in the local environment and their roles - how do they help? Look at different roles in the community and how these jobs have changed over time. Role play - vets station. Understanding why celebrations started and how they are celebrated - family traditions.</p>	<p><u>Discovering Donaldson</u> <u>Understanding the world</u> Explore senses in different environments - indoors compared to outdoors. Story telling as a form of sharing information/ oral history. Compare new and old books. Developing language and chronological sequencing. Key language: now, then, before, after and long ago.</p>	<p><u>All around the world</u> <u>Understanding the world</u> Explore the outdoor area of school looking at physical features. Compare to other parts of the school/school grounds (human features). Express views about how to look after our planet and local environment. Look at a range of places - hot/cold. Look at how those cultures celebrate and live compared to their own experiences.</p>	<p><u>Amazing animals</u> <u>Understanding the world</u> Link to previous topic - what kind of climates do these animals live in? Understanding some animals existed in the past and that changes in the natural world effect this. Learning about animals who help and how they can adapt to their environment.</p>	<p><u>Our natural world</u> <u>Understanding the world</u> Follow instructions which include positional and directional language and simple maps to find hidden items and locations. Explore the environment and the seasonal changes offered. Notice and discuss change in the weather and the seasons. Observe plants, animals and natural objects in the environment.</p>



Year 1/ Year 2

How am I making History?

Order three photographs correctly on a simple timeline.
Use the terms 'before' and 'after' when discussing their timelines.
Talk about three memories and place one of them on a timeline.
Explain why memories are special and name four events that they celebrate throughout the year.
Think of three ways they celebrate their birthday.
Ask a visitor one question about childhood in the past. Know a similarity and a difference between childhood now and in the past.
Add three ideas to a time capsule about themselves.
Use key vocabulary to compare the present, the past and possible changes in the future.

How have toys changed?

Discuss their favourite toy using language related to the past.
Ask questions about toys in the past.
Make comparisons between toys in the past and present.
Sequence artefacts from different periods of time.
Identify changes between teddy bears today and those from 100 years ago.
Describe how toys have changed over time.

How did we learn to fly?

Identify important events surrounding the history of flight.
Explain how a significant event has changed the lives of others.
Ask questions about people and events in the past.
Use primary sources to find out about people and events in the past.
Correctly order five events on a timeline.



Year 2/ Year 3

Would you prefer to live in the Stone age, Iron age or Bronze age?

Understand that prehistory was a long time ago.
Accurately place AD and BC on a timeline.
Identify conclusions that are certainties and possibilities based on archaeological evidence.
Explain the limitations of archaeological evidence.
Use artefacts to make deductions about the Amesbury Archer's life.
Identify gaps in their knowledge of the Bronze Age. Explain how bronze was better than stone and how it transformed farming.
Explain how trade increased during the Iron Age and why coins were needed.
Identify changes and continuities between the Neolithic and Iron Age periods.
Explain which period they would prefer to have lived in, providing evidence for their choice.

Why did Romans invade and settle in Britain?

Explain what was important to people in Ancient Rome.
Explain the meaning of the words 'empire', 'invasion' and 'settlement'.
Analyse the different reasons for the Roman invasion of Britain.
Explain how the Celts responded to the Roman invasion.
Explain how the Roman army's structure, discipline and equipment made it so successful. Use artefacts to make deductions about the lives of Roman soldiers in Britain.
Explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance.

What was important to ancient Egyptians?

Identify where and when ancient civilisations first appeared.
Ask historically valid questions about sources.
Identify Ancient Egypt's location and its key geographical features.
Explain why the River Nile was important to ancient Egyptians.
Explain the significance of the Rosetta Stone. Explain the importance of gods and goddesses to people in Ancient Egypt.
Analyse mummification's connection to Ancient Egyptian beliefs about the afterlife.
Decide what was important to people in Ancient Egypt.



Year 4/ Year 5

What was the impact of WWII on British people?

Identify the causes of World War 2.
Identify the different phases in the Battle of Britain.
Make inferences and deductions about a photograph.
Describe how children may have felt when evacuated.
Evaluate the accuracy and reliability of sources.
Describe the impact WW2 had on women's lives.

What was life like in Tudor Britain?

Extract information about Henry VIII from sources and explain and justify their interpretation of Henry VIII using evidence from sources.
Make deductions from sources about Anne Boleyn, interpret historical sources and supporting interpretations with evidence.
Use sources to make deductions about Henry VIII's wives and use evidence to support deductions, evaluating which of his wives best met his requirements.
Identify primary sources, highlighting evidence in a source and make historical deductions from evidence.
Select the relevant evidence required from sources and recreate Elizabeth's entrance into Worcester.
Make deductions using inventories and making judgements as to whether a person was rich or poor.
Explain how inventories are useful to historians and create a realistic inventory.

Were the Vikings raiders, traders or settlers?

Identify the different reasons for migration to Britain.
Sequence events according to their significance for groups of people.
Explain where the Vikings came from and why they came to Britain.
Make inferences from sources.
Explain how sources can be biased.
Find evidence within a source to support their reasoning.
Describe the parts of a longboat.
Design and creating a longboat.
Describe what the Vikings traded.
Identify Viking trading routes.
Explain whether the Vikings were traders or raiders and providing supporting evidence.
Identify important events in the Anglo-Saxon and Viking struggle for Britain.
Explain the meaning of cause and consequence.
Suggest the cause and consequences of events.
Make observations and deductions about artefacts.



Year 5/ Year 6

What does the Census tell us about our local area?

Identify the type of information the census gives about people.
Use the census to make inferences about people from the past, providing supporting evidence for their statements.
Make observations from the census and identify changes between periods of time.
Identify the dangers of working in a textile mill.
Create questions to identify the thoughts and feelings of a Victorian working child.
Identify the key events of Mary's life and interpret her thoughts and feelings.
Extract information from the census to recreate the lives of people who lived in a household from the local area.
Extract information from the census and decide whether a family was rich or poor.
Describing change throughout time.

Staff from the Archives to come in and do a morning session on using primary evidence about Industrial Carlisle (census documents, photos, maps etc).

Unheard histories: Who should go on the banknote?

Name the features of a banknote.
Make inferences about a person using a banknote.
Explain the significance of historical figures. Make inferences from sources.
Apply criteria to decide if a person is historically significant and explain why.
Explain the significance of William Tuke.
Research important aspects of a person's life. Explain what makes a person significant.

Loan box coming from the Bank of Scotland - Pioneers of STEM

The Sikh Empire

Explain terms such as unification and absolute power.
Identify the skills and behaviours of leaders that contributed to achieving a goal.
Describe and assess the impact of beliefs on change.
Identify the significance of trade routes.
Make deductions and inferences from sources.
Apply criteria to decide and explain historical significance.
Describe how and why interpretations are different.
Make observations and explain historical achievements.