



St Michael's CE Primary School

History Curriculum Mapping
2026-2027

Courage to Flourish in the Love of God

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History Long Term Planning (Years 1-6)

Key Stage 1 historical understanding and statutory content

National Curriculum area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical understanding Develop an awareness of the past, using common words and phrases relating to the passing of time.	U1 My Family To distinguish past and present, discuss memories and recognise how personal and local histories help us understand the past. U2 Toys To identify toys from the past and explain how they differ from modern toys.	U1 Great Fire of London To describe key features of London in 1666 and understand the sequence, causes and consequences of the fire. U2 Significant Individuals To explain why selected people are historically significant and how their actions created change.				
Chronology Know where the people and events studied fit within a chronological framework.	U1 My Family To order 3-5 events from their own lives and use a simple timeline from past to present. U2 Toys To place familiar toys and games in broad chronological order using old, new, past and present.	U1 Great Fire of London To sequence the outbreak, spread, control and aftermath of the fire using first, next, then and finally. U2 Significant Individuals To order key events in significant people's lives and place individuals in different periods.				
Similarity and difference Identify similarities and differences between ways of life in different periods.	U1 My Family To compare childhood, school and the local area in the past and present. U2 Toys To identify similarities and differences in toys, materials and play across times and cultures.	U1 Great Fire of London To compare firefighting and city life in 1666 with today, including London and Birmingham. U2 Significant Individuals To compare the lives, experiences and achievements of people from different periods.				



National Curriculum area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical vocabulary Use a wide vocabulary of everyday historical terms.	U1 My Family To use past, present, memory, evidence, timeline, change and sequence. U2 Toys To use old, new, long ago, source, artefact and museum accurately.	U1 Great Fire of London To use cause, consequence, sequence, source, eyewitness, rebuilding and settlement. U2 Significant Individuals To use significant, achievement, influence, impact, evidence and legacy.				
Questions and sources Ask and answer questions, choosing and using parts of stories and other sources to show knowledge and understanding of key features of events.	U1 My Family To ask simple questions about objects, photographs and memories and use them to describe the past. U2 Toys To question photographs, artefacts and museum objects and explain what they reveal.	U1 Great Fire of London To ask questions of maps, images and written accounts and use selected details to explain events. U2 Significant Individuals To ask questions and select biographical evidence when explaining achievements and significance.				
Evidence and representation Understand some of the ways in which we find out about the past and identify different ways in which it is represented.	U1 My Family To recognise that objects, photographs, memories and local images provide evidence about the past. U2 Toys To identify artefacts, photographs and museum displays as sources and explain what each can show.	U1 Great Fire of London To understand that Pepys's diary presents one viewpoint and that some voices are missing. U2 Significant Individuals To recognise that people may be remembered or represented differently, including Seacole and Nightingale.				



National Curriculum area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Changes within living memory Changes within living memory, used where appropriate to reveal aspects of change in national life.	U1 My Family To identify changes within their own lives, family life, childhood, school and Bartley Green. U2 Toys To explain changes in toys, materials, manufacture and play within living memory.	Not explicit – links made to life today across both units				
Events beyond living memory Events beyond living memory that are significant nationally or globally.		U1 Great Fire of London To recount the Great Fire of London as a nationally significant event beyond living memory and explain its causes, impact and legacy.				
Significant individuals 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.		U2 Significant Individuals To explain and compare the achievements of Florence Nightingale, Mary Seacole, Ada Lovelace, Noor Inayat Khan and other significant figures. U1 Great Fire of London To understand the significance of Samuel Pepys and Christopher Wren.				
Local history Significant historical events, people and places in their own locality.	U1 My Family To compare St Michael's School and Bartley Green in the past and present. U2 Toys To use a Black Country Museum visit to investigate local social history.	U1 Great Fire of London To compare historical London with modern Birmingham. U2 Significant Individuals To investigate Joseph Chamberlain's contribution to Birmingham and its development.				



Key Stage 2 historical understanding

Progressive coverage is attributed to Unit 1 and Unit 2 in each year group. Statements synthesise the knowledge, concepts, enquiry and source work specified in the units.

National Curriculum area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological knowledge Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied.			U1 Stone Age To place the Stone, Bronze and Iron Ages on a BC timeline and understand long spans of prehistory. U2 Egypt To locate Ancient Egypt in time and relate it to previously studied periods.	U1 Romans To sequence Roman expansion, invasion and Roman Britain using BC and AD dates. U2 Greece To place Ancient Greece in relation to earlier and later civilisations.	U1 Maya To place Maya civilisation alongside previously studied societies. U2 Anglo-Saxons and Vikings To sequence settlement, raids, Danelaw and events leading to 1066.	U1 World War II To sequence causes and key events from invasion to VE Day. U2 Industrial Revolution To trace industrial and urban change and connect it to modern Birmingham.
Connections and trends Note connections, contrasts and trends over time.			U1 Stone Age To explain changes from hunter-gathering to farming, settlements and metalworking. U2 Egypt To compare civilisations and explain continuity and legacy.	U1 Romans To examine invasion, resistance, Romanisation and lasting impact. U2 Greece To connect Greek achievements and ideas with their influence today.	U1 Maya To compare Maya society with Britain and explore continuity in modern Maya communities. U2 Anglo-Saxons and Vikings To connect migration, settlement, conflict, culture and the formation of England.	U1 World War II To analyse change in work, family and community during and after war. U2 Industrial Revolution To analyse trends in industry, housing, transport, labour and global trade.
Historical terminology Develop the appropriate use of historical terms.			To use prehistoric, chronology, BC, civilisation, pharaoh, hierarchy, source and legacy accurately across both units.	To use empire, invasion, resistance, Romanisation, democracy, citizen, legacy and influence accurately across both units.	To use Mesoamerica, Indigenous, settlement, migration, raid, Danelaw, kingdom, continuity and legacy accurately.	To use conflict, Home Front, evacuation, significance, industry, urbanisation, empire, labour, consequence and legacy accurately.
Historical questions Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.			To ask and answer questions about migration, settlement, change, evidence, Egyptian society, beliefs and achievements.	To address questions about invasion, resistance, change, significance, democracy, society and Greek influence.	To devise and address questions about Maya evidence and decline, migration, raids, leadership, identity and the significance of 1066.	To devise and answer questions about causes, lived experience, local impact, change, inequality, global links and historical legacy.



National Curriculum area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Informed responses Construct informed responses that involve thoughtful selection and organisation of relevant historical information.			To select and organise evidence when explaining prehistoric change and the organisation, beliefs and legacy of Ancient Egypt.	To select evidence to explain Roman impact and to compare Greek city-states, democracy, culture and legacy.	To organise evidence into supported comparisons and explanations of Maya society, Anglo-Saxon settlement, Viking impact and 1066.	To combine maps, timelines, accounts, images and data in substantiated explanations and balanced judgements about war and industrialisation.
Range of sources Understand how knowledge of the past is constructed from a range of sources.			To use archaeology, artefacts, sites and written or visual sources, recognising why evidence for prehistory and Egypt differs.	To compare archaeological and written evidence and recognise contrasting Roman, Briton and Greek social viewpoints.	To evaluate artefacts, written accounts, maps and competing theories, including Viking and Anglo-Saxon viewpoints and limits in Maya evidence.	To evaluate photographs, maps, testimony, accounts and artefacts for usefulness, viewpoint and omitted voices when constructing claims.
Overview and depth Combine overview and depth studies to understand both the long arc of development and the complexity of specific aspects of the content.			To combine an overview of early human development with depth studies of prehistoric Britain and Ancient Egypt.	To combine chronological overviews with depth enquiries into Roman Britain and Ancient Greek society and influence.	To combine overview and depth when comparing Maya civilisation and tracing Anglo-Saxon and Viking settlement and struggle.	To combine broad narratives with depth studies of Birmingham's wartime and industrial experiences and their national and global contexts.



Key Stage 2 statutory content

Statutory Key Stage 2 content is mapped to its principal unit. Grey cells show that the content is not directly taught in that year.

National Curriculum area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Stone Age to Iron Age Changes in Britain from the Stone Age to the Iron Age.			U1 Stone Age To explain changes in Britain from hunter-gatherers and early farmers through Bronze Age technology and beliefs to Iron Age settlements and society.			
Roman Britain The Roman Empire and its impact on Britain.				U1 Romans To explain Roman expansion, Caesar's attempts, Claudius's conquest, the army, Boudicca's resistance and the impact of Romanisation on Britain.		
Anglo-Saxons and Scots Britain's settlement by Anglo-Saxons and Scots.					U2 Anglo-Saxons and Vikings To explain migration after Roman withdrawal, settlement and kingdoms, village life, place names, culture and changing beliefs.	
Vikings and Anglo-Saxons The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.					U2 Anglo-Saxons and Vikings To explain Viking raids and invasion, Danelaw, resistance by Alfred and Aethelflaed, and the struggle for England through Edward the Confessor and 1066.	
Local history A local history study.						U2 Industrial Revolution To investigate Birmingham's industrial growth, canals, factories, Bournville, working lives and the continuing legacy for Bartley Green and the city.



National Curriculum area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
British history beyond 1066 A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.						U1 World War II To explain the causes and effects of the war, the Battle of Britain, Blitz, Home Front, evacuation, global participation and VE Day. U2 Industrial Revolution To explain industrialisation as a major turning point in British history.
Earliest civilisations The achievements of the earliest civilisations: an overview of where and when they appeared and a depth study of Ancient Sumer, the Indus Valley, Ancient Egypt or the Shang Dynasty.			U2 Ancient Egypt To locate the earliest civilisations in time and place and study Ancient Egypt in depth through the Nile, society, leadership, beliefs, achievements and legacy.			
Ancient Greece Ancient Greece: a study of Greek life and achievements and their influence on the western world.				U2 Ancient Greece To investigate Greek city-states, democracy, society, mythology, achievements and their lasting influence on the western world.		
Non-European society A non-European society that provides contrasts with British history: early Islamic civilisation, Mayan civilisation or Benin.					U1 Maya To study Maya settlement, farming, hierarchy, writing, mathematics, astronomy, beliefs and legacy, and contrast Maya civilisation with British history.	