

Nelson Academy History Curriculum Overview 2025-2026

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Reception | See EYFS Overview | See EYFS Overview | See EYFS Overview | See EYFS Overview | See EYFS Overview | See EYFS Overview |
| Year 1 | <p>Discovering History</p> <p>Introduce children to the concept of the past, they will look at pictures, hear stories and will begin to understand that there were lives lived before theirs.</p> <p>Downham Market events in History.</p> <p><u>Knowledge:</u></p> <p>Builds on children's understanding of the Early Learning Goal 'Past and Present' from the end of Reception. Understand what a historian is, what an archaeologist is, and how sources and evidence help in uncovering facts about the past.</p> | <p>Ice Age/ Stone Age to Iron Age</p> <p><u>Knowledge:</u> From Pre-History to History</p> <p>Ice Age, Stone Age, Bronze Age and Iron Age</p> <p>Identify the defining characteristics and broad chronology of the periods of the Ice Age, Stone Age, Bronze Age and Iron Age.</p> <p>Understand the importance of reading and writing for communicating ideas and information.</p> | | | <p>Kings, Queens & Leaders</p> <p>Support children's understanding of the past, focusing first on changes within living memory with the present-day monarch (HRH Charles III) and the coronation of his mother, Queen Elizabeth II, before exploring the lives of other kings and leaders chronologically. Physically sequencing events or narratives on a timeline will help to develop our children's chronological understanding.</p> <p><u>Knowledge:</u></p> | |

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| | <p>Changes within living memory</p> <p>Dinosaurs</p> <p>Transport</p> <p>Monarchy</p> <p>Ernest Shackleton</p> <p>Ancestry</p> | <p>Imagine what life would be like if it was not possible to read or write.</p> <p>Understand the difference between pre-history and written history</p> | | | <p>Builds on children's understanding of the Early Learning Goal 'Past and Present' and 'People, Cultures and Communities' from the end of Reception.</p> <p>Understanding the changing power of the monarchy in Britain.</p> <p>HRH Charles III</p> <p>Queen Elizabeth II</p> <p>Westminster Abbey</p> <p>King John</p> <p>Magna Carta</p> <p>Buckingham Palace</p> <p>Windsor Castle</p> | |
| Year 2 | <p>Ancient Egypt</p> <p><u>Knowledge:</u></p> <p>Children to be encouraged to examine the nature of a 'civilisation', what defines a</p> | <p>Ancient Egypt continued</p> | <p>Roman Britain</p> <p><u>Knowledge:</u></p> <p>Children to know the vast extent of Roman influence from the Middle East and North</p> | <p>Roman Britain continued</p> | <p>Powerful Voices throughout history</p> <p><u>Knowledge:</u></p> <p>Children to be more aware of important figures throughout history and know</p> | <p>Powerful Voices throughout history continued</p> |

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| | <p>settled culture as opposed to a nomadic lifestyle.</p> <p>Settlements, agriculture, laws and customs and communications all form important parts of civilisation and children should see what modern culture and society owes to these ancient civilisations.</p> <p>Identify the African continent on a map or globe.</p> <p>Understand the climate in Africa and its influence on vegetation, particularly in the Sahara Desert</p> <p>Understand the importance of the Nile River, floods and farming</p> <p>Identify key pharaohs</p> | | <p>Africa to Northern Europe.</p> <p>Pupils will understand how the Romans exported ideas, innovations and language all over Europe, and led to the development of the idea of Christendom. In Britain, the Romans brought literacy and extended trade and contact with continental Europe, as well as vast technological developments.</p> <p>A. THE ROMANS INVADE 43AD Invasion under Emperor Claudius Boudicca, Rebellion of the Iceni, in 60AD. Destroyed Roman settlements at</p> | | <p>about the influence they had.</p> | |
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| | <p>Rameses II Tutankhamun [Cross-curricular connection with Visual Arts Year 2] Identify key features in the Ancient Egyptian culture and religion Pyramids Mummies Great Sphinx Animal gods Hieroglyphic writing</p> | | <p>Colchester, London and St Albans; Romans fail to conquer Scotland (Caledonia) Hadrian's Wall Large Roman Settlements Londinium Eboracum Technological advances Road networks Sewage and water supply systems Literacy and written records Roman archaeology Roman baths at Bath</p> <p>ROMANS LEAVE, 410 Romans considered leaving.</p> | | | |
| Year 3 | <p>Ancient Greece</p> <p><u>Knowledge:</u></p> | | <p>Henry II</p> <p><u>Knowledge:</u></p> | <p>Tudors</p> <p>Life was different for the rich and the</p> | | |

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| | <p>This ancient civilisation forms an important foundation of Western culture. Children will be encouraged to see how the politics, philosophies and myths of this civilisation have had a huge impact, even today.</p> <p>Explanations of how the city-states of Ancient Greece provided the earliest examples of the ideas of citizenship and democracy</p> <p>Mediterranean Sea, Aegean Sea, Crete Become familiar with Sparta and its warrior culture Understand the importance of Athens as a city state</p> | | <p>First of the Plantagenet Kings Henry II's legal and judicial reforms Royal Magistrate Courts; Royal 'circuit' judges; extension of Royal influence in local, civil cases Trial by jury; precedent for modern legal systems Henry's conflict with the church over Thomas á Becket, the Archbishop of Canterbury, who challenged the King's authority Murder of the Archbishop at Canterbury Cathedral</p> <p>Magna Carta Richard I dies (1199) King John reigns</p> | <p>poor in Tudor England • Henry VII was the first Tudor monarch. • Henry VIII made himself Head of the Church of England and had six wives. • Edward VI was a Protestant and made religious reforms during his short reign. • Mary I was a Catholic and is sometimes remembered as 'Bloody Mary'. • Elizabeth I reigned for 44 years. Her reign is sometimes remembered as the Golden Age.</p> | | |
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| | <p>Athenian democracy</p> <p>Marathon and Thermopylae</p> <p>Recognise the origin of the Olympic Games in Ancient Greece</p> <p>Become familiar with Ancient Greek religion</p> <p>Worship of many gods and goddesses</p> <p>Zeus, Poseidon, Hades, Athena, Hera, Apollo, Artemis, Aphrodite, Ares, Hermes, Hephaestus</p> <p>Identify great thinkers from Ancient Greece</p> <p>Socrates, Plato, Aristotle</p> | | <p>Dissatisfaction with King John because of unsuccessful foreign wars and his treatment of nobles</p> <p>Magna Carta was created by discontented barons, to be in effect in perpetuity</p> <p>The right not to be imprisoned without lawful judgement of peers</p> <p>Limits on the king's power to collect money</p> <p>Provides precedent to question royal prerogative</p> <p>King accepts the Magna Carta at the meeting at Runnymede on 15 June, 1215</p> <p>King rejected the Charter immediately afterwards.</p> | | | |
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| | | | <p>Explain to students how the legacies of these events helped to shape and define the changing relationship between the people and the king, and how the influence of these events can be seen in later events in British history.</p> | | |
| Year 4 | <p>Monarchs of the House of Stuart Union of the Crown. Gunpowder plot.</p> <p><u>Knowledge:</u></p> <p>MONARCHS OF THE HOUSE OF STUART/ END OF ELIZABETHANS</p> <p>King of Scots as James VI from 1567</p> | | <p>Civil war execution of Charles I Restoration politics</p> <p><u>Knowledge:</u></p> <p>LEAD-UP TO THE CIVIL WAR</p> <p>Charles confronts parliament, 1641 Charles forcibly enters parliament to arrest five members Parliament refuses; Charles left powerless Charles flees London; Parliament in control of London</p> <p>THE CIVIL WAR</p> | <p>Plague</p> <p><u>Knowledge:</u></p> <p>The Bubonic Plague also known as The Black Death, was a disease carried by infected fleas living on rats. The deadly disease began spreading in London, in the poor and overcrowded parish of St.Giles-in-the-Fields in February 1665. By July 1665, 17,036 Londoners had died from this disease.</p> | |

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| | <p>King of England and Ireland as James I from the union of the English and Scottish crowns on 24 March 1603</p> <p>Belief in the Divine Right of Kings</p> <p>Gunpowder Plot, 1605</p> <p>Parliament unwilling to grant the King money dissolved by the King</p> | | <p>In general, cities and the Royal Navy supported Parliament; rural communities supported the King</p> <p>Roundheads (Parliamentarians) and Cavaliers (Royalists)</p> <p>Edgehill, 1642; Charles withdraws to Oxford</p> <p>Battle of Marston Moor, 1644, victory for Parliamentarians</p> <p>New Model Army; first permanent national standing army in Britain</p> <p>Oliver Cromwell</p> <p>The Rump Parliament</p> <p>THE TRIAL AND EXECUTION OF CHARLES I</p> <p>Beheaded on the 30th January, 1649</p> <p>Charles II proclaimed King in Scotland</p> <p>Battle of Worcester; Charles escaped to France</p> <p>THE COMMONWEALTH, 1649-1660</p> <p>An Act declaring England to be a Commonwealth was passed</p> <p>Oliver Cromwell's Protectorate, 1653; Rump Parliament dissolved</p> <p>Cromwell becomes Lord Protector in December 1653</p> <p>Son Richard becomes Lord Protector in 1658</p> <p><u>Knowledge:</u></p> <p>Overthrow of Richard Cromwell</p> <p>Parliament invites Charles II to return from France</p> <p>Charles crowned King in London.</p> | <p>The Great Fire of London</p> <p>The fire of London started in a bakery in Pudding Lane on 2nd September 1666. Why did the fire spread? It hadn't rained for months so the city was very dry. In 1666, lots of people had houses made from wood which burns easily.</p> <p><u>Knowledge:</u></p> <p>When and where did it start?</p> <p>Why did the fire spread?</p> |
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| <p>Year 5</p> | <p>British History -18th century Britain, James 1 and V1, party politics</p> <p><u>Knowledge:</u></p> <p>18TH CENTURY BRITAIN The Act of Union in 1707 created Great Britain, a new nation, but it did not yet create 'Britons'. Students will be encouraged to think about the nature and formation of national identity and identities in general. Explanations of how this period sees the development of political institutions that are still familiar today.</p> | <p>British History continued... How did Britain gain an Empire?</p> <p><u>Knowledge:</u></p> <p>Global trade Colonies established abroad where Britain had built forts and towns for merchants and soldiers to live British merchants exchanged British-made goods for new exotic luxuries British ports including Liverpool, Glasgow and Bristol became rich The Seven Years War Britain went to war with France, battles were fought in trading colonies around the world East India Company Rule Britannia</p> | <p>World History American Revolution -provocations, declaration of independence</p> <p><u>Knowledge:</u></p> <p>Connecting the American Revolution to the ideas of 'liberty'. The American Revolution will be used to discuss ideas such as representation and democracy. Explanations of the wider impact of the Revolution in Britain and across Europe, particularly in France. Also raise and discuss issues about the nature and formation of national identity.</p> <p>PROVOCATIONS</p> | <p style="text-align: center;">→</p> | <p>Abolition of the slave trade</p> <p><u>Knowledge:</u></p> <p>ABOLITION OF THE SLAVE TRADE</p> <p>Explanations of the efforts to stop slavery in the context of its huge and extensive operation across the world, particularly in the Americas. Students will be encouraged to think about the personal and psychologically damaging effects of slavery, as well as the reasons why people opposed abolitionism.</p> <p>ABOLITION OF SLAVERY IN THE BRITISH EMPIRE Slaves transported from Africa to</p> | <p>Industrial revolution</p> <p><u>Knowledge:</u></p> <p>SOCIAL AND POLITICAL REFORM</p> <p>SOCIAL PROBLEMS CAUSED BY INDUSTRIALISATION Wide and evident gap between rich and poor Landscape changes due to industrialisation. Key inventions and innovations.</p> <p>Child labour</p> |
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| | <p>JAMES I AND VI HAD BEEN ATTEMPTING TO FORM A FULL POLITICAL UNION, BUT FAILED</p> <p>In Scotland, opinion over union was divided</p> <p>The Act of Union, 1707</p> <p>The creation of Great Britain was one of necessity, with mutual hostility and mistrust on both sides</p> <p>Great Britain into an international power; global empire.</p> <p>DEVELOPMENT OF PARTY POLITICS; PARLIAMENT MORE IMPORTANT AFTER THE BILL OF RIGHTS</p> | <p>THE ROYAL NAVY</p> <p>Impressment; forcing men to serve in the Royal Navy</p> <p>Life of a sailor; diet, scurvy, punishments</p> | <p>British taxes, 'No taxation without representation'</p> <p>Boston Tea Party</p> <p>THE DECLARATION OF INDEPENDENCE</p> <p>Declaration of Independence; adopted July 4, 1776</p> <p>The proposition that 'All men are created equal'</p> <p>The responsibility of government to protect the 'unalienable rights' of the people</p> <p>Natural rights: 'Life, liberty, and the pursuit of happiness'</p> <p>The 'right of the people... to institute new government'</p> <p>THE REVOLUTION</p> | | <p>plantations in the Americas</p> <p>Conditions on slave ships</p> <p>Beginning of movement for the abolition of slavery</p> <p>William Wilberforce</p> <p>Olandah Equiano</p> <p>1807 Bill for the Abolition of the Slave Trade</p> <p>1833 Slavery abolished throughout the British Empire</p> | |
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| | <p>Anne becomes Queen (1702) after the death of William III Accession of George I in 1714 House of Hanover Decline of monarchical power and influence Robert Walpole came to the fore in Parliament [Builds on Year 1 History and Geography] Appointed First lord of the Treasury by George I in 1721 Referred to as the 'Prime Minister'</p> | | <p>The French enter the war in support of the Americans British surrender at York Town Creation of the USA with George Washington as President</p> | | | |
| Year 6 | <p>British history: Victorian era (To include study of Charles Darwin) <u>Knowledge:</u> QUEEN VICTORIA</p> | | <p>WW1 (Include study of Alexander Fleming) <u>Knowledge (WW1)</u> Prior to 1914, tension was mounting in Europe with secret</p> | → | <p>WW2 <u>Knowledge (WW2):</u> World War II began in 1939 (when Germany invaded Poland) and ended in 1945</p> | <p>Baghdad 900CE <u>Knowledge:</u> The Islamic Empire spread rapidly after Mohammad's death Baghdad is a city that was built a long time ago near the</p> |

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| | <p>Young Queen Coronation at 18 in 1837 First monarch to live at Buckingham Palace Marries first cousin Prince Albert of Saxe- Coburg Gotha Reign of 63 years</p> <p>OVERSAW PERIOD OF BRITISH ECONOMIC AND IMPERIAL GROWTH</p> <p>The Great Exhibition, 1851 Showcased global exhibits Emphasised British manufacturing capabilities</p> <p>Reigns for 63 years and 7 months</p> | | <p>alliances and a desire for counties to expand their empires Historians believe the assassination of Archduke Ferdinand sparked World War One Britain declared war on Germany when Germany invaded Belgium To understand that WWI was fought on land, at sea and in the air On land, trenches were dug by opposing sides and soldiers fought and lived in terrible conditions At sea, naval battles took place in the North Sea and the Atlantic. Aeroplanes were new and were used for fighting, bombing and directing artillery.</p> | | <p><i>The war was fought between two sides: The Allied Powers (including the UK, the Soviet Union, France, USA) and Axis Powers (including Germany, Italy, Japan) Battles were fought all over the world, including Europe, North Africa, Asia and the Pacific In 1940, Hitler planned to invade Britain, known as Operation 'Sealion'. Britain's RAF withstood the German Air Force (Luftwaffe) in the Battle of Britain. The Luftwaffe heavily bombed towns and cities in Britain (known as the Blitz) in an attempt to get Britain to surrender Codebreakers at Bletchley Park were</i></p> | <p>river Tigris by Caliph Al Mansur who was the leader of the Abbasid Caliphate Many people came to Baghdad to trade and to study Many important books were translated into Arabic by scholars in Baghdad In 1258 CE, Baghdad was invaded and much of the city was destroyed</p> |
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| | <p>Death of Prince Albert Retires from public life Golden and Diamond Jubilees Death in 1901, end of Victorian Era</p> <p>POPULAR REFORM Chartism The Charter; six points; democratic ambitions National Elementary Education Act, 1870; state education provision until age 12</p> | | <p>To understand what life was like for soldiers on the Western Front Trenches were long narrow ditches that were dug approximately 12 foot into the ground Soldiers faced terrible conditions while living in the trenches The land in between the opposing trenches was called 'No Man's Land' While many men were away fighting on the front lines, the people left at home, including many women, took up jobs in factories, farms, offices etc. The Defence of the Realm Act was passed on 8th August 1914 and allowed the</p> | | <p>employed by the government to intercept and decode the enemy's secret messages Alan Turing and his team created a code-breaking machine called a 'Bombe' to read secret German messages sent by their Enigma machines Intelligence gained at Bletchley was used to win battles on land, at sea and in the air. The Nazis established camps where people were forced to work, kept in appalling conditions and killed. Many people, including millions of Jews, were killed in gas chambers.</p> | |
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| | | | <p>government to do whatever it felt was necessary to help with the war effort</p> <p>The Home Front was attacked from bombs from German airships and the German navy</p> <p>The war ended on 11th November when Germany and the allies signed a ceasefire, or armistice, and the Treaty of Versailles was signed</p> <p>Over 15 million people were killed, and many more were injured</p> <p>After the war, there was an attitude that Britain needed to be a 'home fit for heroes' and all men and women over 21 were given the vote in 1928</p> | | <p>At the end of the war, the camps were liberated, but many people died after liberation due to their ill treatment</p> <p>Civilians tried to escape heavy bombing by hiding in air raid shelters and evacuating the cities</p> <p>Over a million men at home volunteered to join the Home Guard to protect Britain if Germany invaded</p> <p>Women played an important role taking on jobs, previously done by men, working in factories, on farms (the Land Army)</p> <p>The government used propaganda to influence the people to support the war. Campaigns included the 'Dig</p> | |
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| | | | | | for Victory' and 'Careless Talk Costs Lives' campaigns | |
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| By the end of Key Stage 1, pupils will: | By the end of Key Stage 2, pupils will: |
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| <ul style="list-style-type: none"> • Ask and answer questions about the past • Be able to name British Kings and Queens of the past. • Understand some ways we find out about the past, e.g. photographs and written sources • Know about the lives of significant individuals in the past, e.g. Queen Elizabeth, Samuel Pepys (Y1) and Howard Carter, Rosa Parks (Y2). • Identify similarities and differences between ways of life at different times • Know about events beyond living memory that are significant nationally and globally. • Know the dates at which people and events they study fit within a chronological framework • Relate their historical understanding to other subjects they have studied. • Use a wide vocabulary of historical terms • Know about the achievements of a civilisation, e.g. Ancient Egypt, Roman Empire. (Y2) | <ul style="list-style-type: none"> • Describe social, cultural, religious and ethnic diversity in Britain and the wider world. • Develop further knowledge of British Kings and Queens, e.g. House of Stuart. • Develop further understanding of the substantive concepts • Develop appropriate use of historical terms and apply them across a range of concepts • Construct informed, detailed written responses that involve organisation of relevant historical information and show an awareness of key vocabulary • Explain how significant events, people and developments had impact in the past and in the present day, e.g. The Industrial Revolution • Explain diverse experiences, beliefs and attitudes of men, women and children in past societies, e.g. Victorians • Know about the lives of significant individuals in the past, e.g. Henry II • Know about events beyond living memory that are significant nationally and globally, and the wider impact, e.g. The Great War; the Abolition of Slavery • Know the dates at which people and events they study fit within a chronological framework |

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| | <ul style="list-style-type: none">• Relate their historical understanding to other subjects they have studied. |
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