

St Albert's History Overview 2025-2028



EYFS	Understanding the world:
Key Areas of Learning	• Past and Present- Roles in Society • People, Culture and Communities • The Natural World

Understanding the World: Past and Present												
Nursery (Cycle 1 and Cycle 2)						Reception						End of EYFS
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
- Talk about personal history using toys and photos - Compare toys from past and present (parents' toys vs. own) - Use time language: <i>before, now, then</i> - Explore transitions through stories like <i>Lulu's First Day</i>	- Observe seasonal changes (autumn to winter) - Explore celebrations (Bonfire Night, Christmas) - Sequence festive stories like <i>Jolly Christmas Postman</i> - Compare traditions now vs. in the past	- Compare old and new transport (e.g. <i>Mr Gumpy's Motor Car</i>) - Retell and sequence traditional tales - Use time vocabulary: <i>before, after, next</i> - Explore seasonal change	- Learn about Mary Anning and people from the past - Compare dinosaurs and zoo animals - Explore life cycles and seasonal change - Use sequencing in storytelling	- Explore farming past and present - Retell growing stories (<i>Jasper's Beanstalk</i>, <i>Jack and the Beanstalk</i>) - Compare nursery rhymes from different eras	- Recount summer trips using past-tense vocabulary - Explore pirate stories and travel over time - Use time concepts in routines (<i>yesterday, last week</i>)	- Create timelines of personal growth ("When I was a baby...") - Compare favourite toys across generations - Discuss family changes over time using books like <i>Dogger</i>	- Explore opposites (light/dark, day/night) through art and role-play - Investigate historical uses of light (candles, firelight) - Recreate historical art (e.g. <i>Starry Night</i>)	- Compare versions of traditional tales (e.g. <i>Little Red Riding Hood</i>) - Use baking to explore timelines (dough before/after) - Reflect on memory and change through games	- Compare community roles (nurses, firefighters, police) past vs. present - Explore superhero evolution and traits - Challenge historical perspectives with stories like <i>The True Story of the Three Little Pigs</i>	- Visit farms and compare practices (Kenyon Hall, Farmer Ted) - Use diaries to track seed growth and change over time - Explore timelines through planting and harvesting	- Compare seaside holidays past and present using photos and stories - Explore traditional entertainment (Punch & Judy) - Reflect on intergenerational experiences (<i>Grandad's Island</i>)	Children will: Talk about the lives of the people around them and their roles in society. Understand past and present in relation to self, family, and wider community

St Albert's History Overview 2025-2028



Understanding the World: People, Culture and Communities

Nursery (Cycle 1 and Cycle 2)						Reception						End of EYFS
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
- Share personal likes (toys, animals, places) - Explore hygiene and healthy routines - Sing songs from different cultures - Read diverse stories (<i>Brown Bear, Daisy and the Trouble with Peas</i>)	- Celebrate Bonfire Night and Christmas - Build friendships and collaborative play - Read diverse stories (<i>Hug, Lost and Found</i>) - Share baking experiences (<i>The Gingerbread Man</i>)	- Explore countries and environments (Africa, jungle) - Share travel experiences and photos - Celebrate differences through storytelling (<i>Emma-Jane's Aeroplane</i>)	- Celebrate Easter and explore traditions - Build friendships through stories (<i>Come on Daisy</i>) - Visit zoos, farms, and parks - Pose and answer questions to build social talk	- Learn about people who help us (farmers, food producers) - Share growing and cooking experience - Perform songs and rhymes (<i>Old MacDonald</i>) - Invent stories through small world play	- Explore seaside and pirate cultures - Share holiday memories and traditions - Discuss kindness and community through stories (<i>The Rainbow Fish</i>)	- Explore local landmarks through walks and maps - Visit religious buildings and Forest School - Read books about family diversity (<i>Tango Makes Three</i>) - Engage in cultural cooking (apple crumble, pumpkin pie)	- Celebrate Diwali, Hanukkah, and Christmas through stories and role-play - Visit community events (Panto, Imagine That) - Explore how light is used in celebrations across cultures	- Use maps and atlases to explore land and sea - Create maps for story journeys (<i>Little Red Riding Hood</i>) - Discuss family structures and senses in Forest School	- Celebrate key workers and invite real-life heroes - Explore Chinese New Year traditions - Link to PSED: "I am me" — what makes me special and unique	- Explore food origins and farming communities - Taste and compare foods from different cultures - Use expressive language to explain preferences and creative choices	- Hold a Beach Day to explore seaside roles (lifeguards, fishmongers) - Discuss environmental care (plastic in oceans) - Explore emotional wellbeing and perseverance stories	Children will: Describe their immediate environment using maps, stories, and discussion Recognise similarities and differences between cultures and communities Understand life in this country and others through stories and experiences

Understanding the World: The Natural World

Nursery (Cycle 1 and Cycle 2)						Reception						End of EYFS
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
- Talk about favourite animals and habitats - Explore sky and space (<i>Roaring Rockets</i>) - Observe seasonal change - Use tools and materials safely	- Explore frozen environments (<i>Frozen Planet</i>) - Use scientific vocabulary (<i>melting, freezing</i>) - Ask 'why' questions - Explore textures (ice, glitter, dough)	- Investigate forces (pushes, pulls) - Explore jungle and forest habitats - Use movement styles and tools - Mix colours with intent	- Plant seeds and explore life cycles (frogs, ducks) - Use senses in nature play - Create patterns and combine shapes - Use tools for joining and building	- Observe plant and animal growth - Explore textures (soil, leaves, food) - Create and extend patterns - Compare 2D and 3D shapes	- Explore under the sea environments (<i>Tiddler, Commotion in the Ocean</i>) - Use scientific vocabulary (<i>float, sink, tentacle</i>) - Create sea-themed patterns and collages	- Explore seasonal change through texts (<i>Leaf Man, Pattan's Pumpkin</i>) - Learn body parts and senses - Mix colours for self-portraits and autumn art	- Investigate light and dark (torches, shadows) - Create shadow puppets and stained glass art - Explore space and opposites through winter texts	- Explore seasonal change (<i>Tadpole's Promise</i>) - Build 3D maps with natural materials - Investigate baking changes (texture, smell, taste) - Explore woodland animals and habitats	- Explore superhero powers and senses - Investigate healthy eating and dental hygiene - Explore materials and forces through obstacle courses - Continue seasonal observations	- Investigate plant needs (sunlight, water) - Compare environments (cactus vs. bean) - Use sensory stations and transient art - Link to seasonal change (<i>Hello Summer</i>)	- Investigate floating and sinking (lifeguard float design) - Explore marine life (<i>One Tiny Turtle</i>) - Use sensory trays to explore sea textures and sounds - Link to summer weather and water movement	Children will: - Explore and describe the natural world using observation and vocabulary - Understand seasonal change, life cycles, and natural processes - Compare environments and explain differences using stories and maps

	Autumn Term 2	Spring Term 2	Summer Term 1
Key Stage 1 Key Skills Focus	- Chronological Understanding - Knowledge and Understanding of past events, people and changes in the past - Historical Interpretation - Historical Enquiry - Organisation and Communication - Develop an awareness of the past by using common words and phrases relating to the passage of time - Use a wider vocabulary of everyday historical terms - Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events		
Historical Vocabulary	Language Relating to Time – a long time ago, centuries, decades, now, hours, last week, last year, then, timeline, weeks, X years ago, years, yesterday Historical Concepts – artefact, calendar, change, church, coronation, evidence, explorer, global, invention, museum, parliament, significant, similar and different, traitor, treason, voyage Historical roles and occupations – King, Monarch, Queen		
Y1	Autumn 2 - Fire, Fire The Great Fire of London - Where is London? Find it on a map. What does it look like now? - What was London like in the past? How can we use to find out what life was like in the past? - When was the Great Fire of London? Chronology - timeline What happened in the Great Fire of London? Why did the fire spread so quickly? - What did the residents do? - Significant people: Samuel Pepys	Spring 2 - Family Album The Monarchy - Chronological understanding – How many years have I lived for? How have I changed over time? - What notable events have we experienced in our lifetime? - Who are the members of my family? - What is a monarch? Significant people: Queen Elizabeth II – longest ruling monarch to date. - Who are the members of our current royal family?	Summer - 1 Robots Toys Through Time - What are birthdays and how do we celebrate them? How did people celebrate birthdays in the past? – 'Then' and 'Now'. - What were toys like in the past? Ask and answer questions about old and new toys. - Sort toys between old and new. Identify similarities and differences between them.

	What did he do? How does this help us to find out about the Great Fire? 6. How did they try and put the fire out? Compare modern day fire-fighting /fire engines with methods used at the time.	6. Revisit members of our Royal family through role play.	4. Discuss how the materials from which toys are made have changed over time and why this is the case. 5. Place toys on a timeline which they were played with. 6. What toys did the Royal Children play with?
Y 2	Autumn 1: Place where I live – Local History - Where do I live? What might my area have been like a long time ago? Plot significant dates on class timeline (chronology). - Find out about my area by asking a member of staff who grew up in the area – questions in the hot seat. What does this tell us about what it was like in the past? Plot significant dates on class timeline (chronology). - Where do I go to school? Did my school always look like this? - What games did children play in school? (Link to grandparents and great grandparents). Make link to Year 1 'Toys' topic. - Important significant person from Liverpool – Kitty Wilkinson. How did she make a difference? Chronology links. - Important significant person from Liverpool – Joseph Williamson	Spring Term 2: Explorers: - What does the word explorer mean? What does an explorer do and what essential tools, equipment are needed? - Who is Christopher Columbus and what did he do? On a timeline plot significant events in his journey as they are discussed. - Who reached the South Pole first? 1902 – Shackleton & Scott were the closest 1909 – Shackleton tried again (111 miles away) 1911 - Ronald Amundsen (Norwegian) became the first person to reach the South Pole. 1914 – Shackleton tried again on his ship 'The Endurance' (failed mission). Amelia Earhart – what did she do that was so significant? Refer to class timeline and identify the main events in her life. - Children learn about Neil Armstrong. Using a timeline, talk about how long ago this was.	Summer Term 1: Buckets & Spades The Seaside - What is a seaside? What are names of seaside near where we live? Does anybody know any other seaside resorts in the UK? (Map) - What can we find at the seaside nowadays? - What were seaside holidays like in the past? (During the Victorian era). Link to timeline to demonstrate difference in time. - What is a Penny Lick? - Compare the seaside in the Victorian era with the seaside now. - What have we learnt about the seaside in the past?

	(Williamson tunnels). How did they make a difference? Chronology links.	Discuss how his journey would have been the same/different to Christopher Columbus?	
KEY STAGE 2 Key Learning	• Chronology, • Events, • People and Changes, Communication Enquiry interpretation and Using Sources		
Historical Vocabulary	• They should note connections, contrast and trends over time and develop the appropriate use of historical terms • They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. • They should construct informed response that involve thoughtful selection and organisation of relevant historical information Language relating to Time AD, BC, centuries, chronological, chronology, decades, duration, millennia, eras, period, pre, post, sequence Historical Concepts – ancient, cause and consequence, civilisation, colony, conflict, conquest, continuity and change, cultural, democracy, diversity, economic, emigration, empire, enemy, evidence, execution, famine, freedom, immigration, invasion, invade, justice, law, legacy, migration, monarchy, monastery, nation, Non-European, peace, peasant, political party, power, primary source, prime minister, rebellion, republic, resistance, revolt, rights,, Romanisation (of Britain), Ruler, Secondary Source, settlement, significance, similarity and difference, slave, slavery, social history, trade, trade route, traitor, treason, tribal, war Historical roles and occupations – Archaeologist, aristocracy, emperor, general, god/goddess, hunter gathered, invader, military, monk, nobility, nun, parliament, settler		
Y 3	Local History – My Liverpool Home 1. The Port of Liverpool History Map of Liverpool – identify the port. Why was the port so important to Liverpool's past? How has the port changed over time? What is it used for now? 2. What was the Industrial Revolution? 3. How did the Industrial Revolution shape Liverpool?	Rock and Roll The Stone Age and Stonehenge 1. When? Chronology – 'The bigger picture' 2. What was Britain like after the dinosaurs? Prehistoric Britain – Early Stone Age (Palaeolithic) – What was it like? 3. Middle Stone Age (Mesolithic) What was Britain like? Cheddar Man (skeleton) 4. Late Stone Age (Neolithic)	What the Romans Did Roman Britain 1. Chronology – using a simple timeline, create a 'bigger picture', including prior learning from pre-History and add the Roman period. 2. What happened? Key events from 55BC-AD410 Use a timeline and add key figures and major events during the Roman period.

	- George Stephenson & the world's first train line - Liverpool during WW2 – outside of London, Liverpool was the most bombed area in the country. Why do you think Germany targeted Liverpool? - The Liverpool music scene – who were the Beatles? Why are they so famous?	What did our first farming settlement look like? - When was Stonehenge built? How? Where? - Legacy/Influence (farming, stone circles ...)	- Why did the Romans invade Britain? - Who were the key leaders who influenced Roman Britain? - Who was Boudicca and what did she do? - What were the main Roman Settlements and how were these connected? - What did the Romans do for us?
Y4	The Great Plague - What was the plague? When did it happen? (The bigger picture on a Timeline) What caused it? Where did it come from? How did it spread? - What were the symptoms of the plague? - What help was available? Preventing the Plague Explore medieval treatments of the Plague. - Historical enquiry - How do we know about the London plague victims? London Mortality Bill - Did the plague spread out of London? What happened in Eyam? - What was the aftermath of the plague? Including how the spread of the disease began to drop after a very	The Tudors - Who were the Tudors? When did they reign? Timeline to show bigger picture – who came before? Who reigned after the Tudors? How did Henry Tudor became Henry VII, King of England? - The Tudor family tree – introducing Henry VIII, wives & children. - Explore the circumstances that led Henry VIII to marry six times. (Change in religion in the United Kingdom) - Explore the key events of Elizabeth's long reign including the Spanish Armada - Crime & punishment in the Tudor times (comparison with present day) - Illness, treatment and remedies during the Tudor times. - Famous Tudor explorers and the Mary Rose	Water O Water – Ancient Egyptians - Locate Egypt and the River Nile. Describe where and when the Ancient Egyptians lived and to explain why the river Nile was important for them. How did the Ancient Egyptians use the River Nile? - Describe how the kingdoms of Egypt changed over time. - Describe Howard Carter's great discovery of the tomb of Tutankhamun. - Ancient Egyptian writing and how it changed over time. - Explain how some aspects of the way Ancient Egyptians treated dead

	cold winter & the Great Fire of London.		bodies changed, whilst others stayed the same. 6. Describe how much things stayed the same across 3,000 years of Ancient Egyptian history.
Y 5	The Anglo Saxons - Who were the Anglo Saxons and where did they originate from? When & why did they come to Britain? (Timeline) - Where did the Anglo Saxons settle? What evidence do we have that they settled in England? Did the Anglo Saxons settle in Wales or Scotland? - What did Anglo Saxon villages look like and how did they live? - Legacy/influence - How we know: Religious tracts The Anglo-Saxon Chronicle The Domesday Book What was the poem of Beowulf What was found at Sutton Hoo? How do we know? - Revisit key concepts: Cause & Consequence Change Power Legacy/Influence	Islamic Golden Age - Where is Baghdad and which country is it the capital of? Make comparisons between modern day Baghdad and Baghdad in the past. - Who were the Abbasids and why were they powerful? - What was happening in Europe at this time? - What was the house of Wisdom and who studied there? - What was invented during this time? How have these inventions changed people's lives? - Why did Islamic Golden Age end? - What evidence do we have for what took place at this time? How reliable is it?	Ancient Greece - Greece – where is it on the map? Ancient Greece – When? Chronology (3000BC – the first people lived in Greece) - Who were the key leaders who influenced Greek life? - Ancient Greece, Beliefs, Myths and Legends - Key events Construct a timeline of major events in the Greek period Add facts about key figures to timeline. - How did Greeks govern their cities? - Ancient Greece the Olympiad - How has Ancient Greece influenced the rest of the world?

Y 6	War and Conflict in Britain - World War 2 1. Chronology- What significant events happened in the lead up to WW2? 2. What role did the significant individuals play in WW2? 3. Use a range of sources- what do the sources tell you about the War? 4. WW2 impact on Liverpool- the Blitz. 5. Evacuation-What was evacuation and why was it so important? 6. Women's role during the war effort- What job roles were essential to Britain being successful in the war?	The Vikings 1. Before the Vikings. Explore the chronology of the period. Discuss the Romans and their impact then followed by the Anglo Saxons. 2. Who were the Vikings? Use sources to explore what they were like as a group of people. 3. Explore the Vikings as raiders focusing on their raid of Lindisfarne. 4. Viking Longships- Explore Viking boats by using various sources. 5. Viking Society- What were the roles of men, women and children in Viking society. 6. 1066 Battle of Hastings and Bayeux Tapestry- Discuss the end of the Viking era in Britain.	The Victorian Age 1. Who were the Victorians? Introduce the chronology of the period, Queen Victoria and her role as monarch. 2. Life in Victorian Britain (Liverpool) 3. The railway Investigate how the railway transformed life in Victorian Britain. 4. Crime and punishment What happened to criminals? 5. The Industrial Revolution and its impact on Victorian society 6. Victorian holidays Where did Victorians go on holiday?
	Black History Month		<i>Shakespeare</i>