

Curriculum map 2026-2027 Subject: HISTORY

 St Kentigern's R.C Primary School	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Topic- It's Good to be Me Significant person- Black History Month: Marcus Rashford Celebrations- Christmas/toys Show and tell artefact- baby/family pictures	Topic- Once upon a time...	Topic- Let's Explore Outside Significant person- Jane Goodall Celebrations- Lunar New Year Show and tell artefact- something special	Topic- Who Lives Here	Topic- On the Farm Significant person- Farmer Celebrations- Holidays/journeys Show and tell artefact- special journeys	Topic- Super Heroes & Real Heroes
Reception	I wonder who I am? Significant person- Black History Month- Louise Da-Cocodia Show and Tell- Artefact (primary source) from home linking to family history Celebration- Bonfire Night	I wonder about changing seasons?	I wonder about my world? Significant person- King Charles III Show and tell- artefact (primary source) from a special journey Earth Day- comparison of green space past and present	I wonder how it grows?	I wonder how to be a storyteller? Show and tell-favourite book Celebration- EYFS Journey	I wonder what lives in the ocean? Significant person-Sir David Attenborough

Curriculum map 2026-2027 Subject: HISTORY

Y1		❖ Toys from the past		Castles <i>Significant individuals:</i> ❖ Robert de Lacy, Clitheroe Castle ❖ Conwy/Ll andudno		Transport Past and Present <i>Significant individuals:</i> ❖ George Stephenson ❖ Amy Johnson
Historical analysis skills:	❖ Find answers to simple questions about the past from sources of information e.g. artefacts Primary sources: • Children to work with primary sources to observe and identify events that came before their lifetime • Children to visit a castle and identify the key features and why they were important Secondary sources: • Children to observe a news article about Amy Johnson and her first female solo-flight from the UK to Australia					
Y2		Great Fire of London <i>Significant individuals:</i> ❖ Samuel Pepys Freshwater Drama		Noble Nurses <i>Significant individuals:</i> ❖ Mary Seacole ❖ Florence Nightingale		Victorian Children in Manchester <i>Significant individuals:</i> ❖ Queen Victoria
Historical analysis skills:	❖ Use a source – observe or handle sources to answer questions about the past using basic observations Primary sources: Children to work with primary sources to observe and identify events that came before their lifetime e.g. photos of Mary Seacole, Florence Nightingale, their medical practices in the Crimean war When observing these sources, build their understanding of how the medical profession and nursing has improved To observe and analyse secondary sources including the diary of Samuel Pepys Secondary sources: To investigate news articles of Curie and Nightingale's work in the Crimean war To read language-rich texts set in the Victorian era to give the children a sense of what it would have been like at the time					

Curriculum map 2026-2027 Subject: HISTORY

Y3		Stone Age <i>Pre-history</i>		Romans <i>Significant individuals:</i> ❖ Emperor Septimius Severus ❖ Quintus Lollius Urbicus Chester trip		Vikings <i>Significant individuals:</i> ❖ King Ethelred ❖ King Alfred ❖ Eric Bloodaxe
Historical analysis skills:	❖ Use a range of primary and secondary sources to find out about a period and build up a picture of a past event. Primary Sources: Observe small details in artefacts e.g. Stone Age tools, Roman clothing replicas Secondary Sources: Select and record information relevant to the study Use the library and internet for research					
Y4		Ancient Egypt <i>Significant individuals:</i> ❖ Tutankhamen ❖ Harold Carter ❖ Maiherpri ❖ Queen Ahmose-Nefertari Manchester Museum Egyptians		The Shang Dynasty <i>Significant individuals:</i> ❖ Shangdi ❖ Fu Hao		The Siege of Manchester <i>Significant individuals:</i> ❖ Oliver Cromwell ❖ King Charles I
Historical analysis skills:	❖ Use a range of primary and secondary sources to find out about a period and build up a picture of a past event. Primary Sources: Observe small details in artefacts e.g. Ancient Egyptian artefact replicas including canopic jars etc. Secondary Sources: Select and record information relevant to the study Use the library and internet for research					

Curriculum map 2026-2027 Subject: HISTORY

Y5		Early Islamic Civilisation <i>Significant individuals:</i> ➤ Al-Khwārizmī ➤ Al-Rāzī The Mayan Civilisation		Industrial Revolution <i>Significant individuals:</i> ❖ James Brindley ❖ Richard Arkwright ❖ James Watt ❖ Thomas Harrison Salford Museum FREE		Suffragettes <i>Significant individuals:</i> ❖ Emmeline Pankhurst ❖ Daughter of Emmeline Christabel ❖ Sylvia Pankhurst ❖ Mary Leigh ❖ Sophia Duleep Singh People's Museum
Historical analysis skills:	❖ Recognise and differentiate between primary and secondary sources Secondary sources: Use a range of sources to find out about an aspect of time past Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in a fluent account					
Y6		Ancient Greece <i>Significant individuals:</i> ❖ Archimedes ❖ Hypatia of Alexandria ❖ Aristotle ❖ Homer ❖ Socrates ❖ Alexander the Great ❖ Agnodice of Athens		The World Wars <i>Significant individuals:</i> ➤ Winston Churchill ➤ George the Sixth ➤ Beatrice Shilling OBE - a graduate from The University of Manchester made a small adjustment		The Windrush Manchester <i>Significant individuals:</i> ❖ Mona Baptiste ❖ Anthony Brown

Curriculum map 2026-2027 Subject: HISTORY

				† to RAF fighter plane which helped them to match the powerful Luftwaffe Stockport air raid shelters FREE (music link for war time songs)		
Historical analysis skills:	❖ Recognise and differentiate between primary and secondary sources Secondary sources: Use a range of sources to find out about an aspect of time past Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in a fluent account					