



History Subject Rationale



Year Group	Unit	We teach this because...	We teach this now because...
Reception	Guy Fawkes and the Gunpowder Plot. (1605) Who was Guy Fawkes?	Learning about the Gunpowder Plot helps children understand a key moment in British history that shaped the relationship between religion, monarchy and government. It also supports learning about democracy, rule of law, and tolerance, which are part of our British values.	It is a memorable story that can help young children understand the idea of something that happened a long time ago. It helps them to understand why people celebrate Guy Fawkes night with fireworks and bonfires in their community.
Reception	Remembrance Day (1918) What are we remembering on Remembrance Day?	Learning about Remembrance Day helps children understand the importance of honouring those who served and sacrificed in wars and conflicts. It encourages reflection on themes such as peace, bravery, loss, and gratitude, and helps children connect with national traditions and values.	Reception children will see people in school and the wider community wearing poppies. It helps them to understand that sometimes we stop, listen or stay quiet as a mark of respect and it lays the foundations for understanding memory, commemoration and tradition.
Reception	Our Local Area (1900) What was it like to live in Eston one hundred years ago?	Learning about their local area helps them develop a sense of identity, belonging, and pride in their community. It encourages them to explore how their surroundings have changed over time, understand the lives of people who lived there before them, and recognise the importance of local heritage and geography.	It helps them to develop an idea of who they are and where they live as this topic is linked to the things they know and experience daily. Reception children can begin to understand their heritage, and it lays the foundations for Year 3 when the children learn about iron stone mining in Eston Hills.
Reception	Family Generations How have I changed over time?	Learning about family generations helps children to understand their own identity and place within a family structure; develop a sense of belonging and continuity, connecting past, present, and future; and appreciate the roles and contributions of different family members across time. Introduces the concept of chronology in a relatable way. It helps children explore how life has changed over time through personal and family histories. It encourages the use of primary sources such as photographs, oral stories, and family artefacts.	It helps reception children to understand that people grow, change and age, which lays the foundation for historical thinking. It introduces the children to the idea of the past and helps them to understand that people have different experiences depending on when they were born.
Reception	Special Events What are the special events in my life?	Teaching children about special events such as religious festivals, national holidays, and community celebrations helps them to understand and appreciate the diversity of cultures and traditions; develop respect and empathy for others' beliefs and practices; and recognise the importance of shared values and collective identity.	It supports their personal, social, emotional and cognitive development by exploring meaningful experiences to introduce early concepts of time, sequencing, cause and effect while connecting to real-life experiences which fosters engagement and motivation.
Year 1	The Great Fire of London (1666) What changes were made to London following the Great Fire of London?	Studying The Great Fire of London helps children understand how a major historical event shaped the development of London and influenced changes in building design, firefighting, and public safety. It also encourages children to think about cause and effect, historical evidence, and how communities respond to disasters.	This topic is taught in Year 1 because it is a dramatic story that captures children's interest and imagination, making history memorable. It allows children to begin to investigate sources such as pictures, diaries and maps, helping to establish routines for learning about the past.
Year 1	Transport Through Time How has transport changed over time?	Teaching children about advancements in transport over time helps children understand how technological advancements have shaped the way people live, work, and connect with each other. It encourages exploration of innovation, change, and impact, while developing historical and geographical awareness.	Teaching Year 1 children about the advancements of transport over time introduces them to the concept of change and development, helping them compare the past and present. The topic engages children by connecting to their own experiences, builds historical vocabulary, and supports early historical skills such as sequencing events, identifying cause and effect, and observing patterns over time.
Year 1	Dinosaurs (65 million years ago) How do we know dinosaurs existed?	Learning about dinosaurs lays the foundation for understanding key scientific ideas such as evolution and adaptation as to how species change over time to survive; fossils and palaeontology: how scientists learn about the past through evidence; and extinction and environmental	Teaching Year 1 children about dinosaurs in history introduces the concept of deep time and change over millions of years. It develops early historical skills such as sequencing, comparing past and present, and

		change: understanding natural processes and their impact on life.	understanding cause and effect, while engaging children's curiosity and supporting discussion, observation, and communication.
Year 2	Famous Explorers (15th & 18th century) What does it mean to be a famous explorer?	Learning about famous explorers helps children understand how exploration has shaped the world we live in today. It introduces them to key historical figures, encourages curiosity about geography and global cultures, and promotes critical thinking about the impact of exploration, including both achievements and consequences.	It helps Year 2 children to understand the ideas of discovery, exploration and significant individuals who changed the world. The topic develops children's understanding of chronology, geography and global awareness.
Year 2	Civil Rights (20th Century) Why are Nelson Mandela and Rosa Parks significant individuals?	Learning about civil rights helps children understand the importance of equality, justice, and respect for others. It introduces them to key historical movements and figures who fought for fairness and freedom and encourages them to reflect on how these values apply to their own lives and communities today.	Teaching Year 2 children about Rosa Parks and Nelson Mandela helps them understand the concepts of equality, fairness, and justice through real examples of courage and determination. Learning about these significant individuals introduces pupils to social history and helps them see how people's actions can bring about positive change.
Year 2	Technology Through Time How has technology changed over time?	Teaching children about the evolution of technology helps them to recognise how human needs and creativity have driven innovation. To understand the chronological development of tools, machines, and systems and to appreciate the impact of technological change on everyday life, work, and communication.	It encourages children in Year 2 compare and contrast the past and present, recognising how advances in technology have shaped communication. It helps to develop early historical enquiry skills such as observation, questioning and allows them to use primary and secondary sources.
Year 3	Stone, Bronze and Iron Age (10,000 BCE-43 BCE) What was life like in prehistoric Britain?	Studying the Stone, Bronze, and Iron Ages helps children understand how early humans lived, adapted, and developed over time. It introduces them to the concept of chronology, the development of tools, farming, and settlements, and how technological advances shaped society.	Teaching Year 3 children about this period develops chronological understanding, introduces technological and social advancements, and encourages pupils to use evidence to explore how human innovation shaped the development of communities and society.
Year 3	The Romans (43CE) Why did the Romans invade Britain?	Learning about the Romans helps children explore how one of the most powerful ancient civilisations influenced Britain and the wider world. It introduces them to themes of empire, innovation, conflict, and legacy, and encourages them to think about how the past shapes the present.	Teaching the Romans after the Stone, Bronze, and Iron Ages provides a logical chronological progression in history. Pupils first learn about early human development, communities, and technological advancements, which gives them a foundation for understanding how societies evolved. The Roman period builds on this knowledge by showing how a more advanced, organized civilization influenced Britain through infrastructure, governance, culture, and daily life.
Year 3	Local Study Eston Mining Why was iron stone mining important to the people of Eston?	Eston, located in North Yorkshire, played a pivotal role in the industrial development of the UK through its ironstone mining industry. Teaching children about Eston mining helps them connect with their local heritage, fostering a sense of identity and pride in their community's contributions to national progress.	It builds upon knowledge about the local area learnt in Reception. Teaching Year 3 children about ironstone mining in Eston connects national history to their local community, showing how natural resources shaped work, daily life, and the landscape. The topic develops chronological understanding, historical enquiry skills, and helps pupils make connections between local and wider historical events.
Year 4	The Anglo Saxons (410 CE) How and why did the Anglo Saxons invade and settle in Britain?	Learning about the Anglo-Saxons helps children explore how Britain changed after the Romans left, and how early communities shaped the culture, language, and landscape of the country. It encourages children to think about settlement, leadership, religion, and daily life, and how we learn about the past through archaeology and historical sources.	Teaching the Anglo-Saxons in Year 4 after the Romans helps children understand how life in Britain changed over time. The topic develops chronological understanding, highlights cause-and-effect relationships and allows pupils to compare societies while building on historical enquiry skills introduced in earlier topics.
Year 4	The Vikings (790 CE) Who were the Vikings?	Studying the Vikings enables children to understand the causes and consequences of Viking raids and settlements. Explore the impact of Viking culture on Britain, including language, law, and place names. Examine the complexity of	Teaching the Vikings in Year 4 after the Anglo-Saxons helps children understand continuity and change in early medieval Britain. The topic develops chronological awareness, highlights cause-and-effect

		historical narratives and challenge stereotypes (e.g., Vikings as only violent invaders).	relationships and allows pupils to compare societies while applying historical enquiry skills to explore cultural influence and impact.
Year 4	The Victorians (1837) What was life like for people during the Victorian period?	Studying the Victorians helps children develop skills in chronology, cause and effect, and historical interpretation. Children explore the lives of people from different social classes, including factory workers, children, and the wealthy elite. This fosters empathy and awareness of inequality, encouraging discussions about fairness, rights, and justice. The Victorian era (1837-1901) was a time of rapid transformation in Britain, marked by industrialisation, urbanisation, and major social reforms. Teaching children about this period helps them understand how society evolves and the impact of innovation, legislation, and activism on everyday life.	Teaching Year 4 children about the Victorians helps them understand a significant period in British history marked by industrial, social, and cultural change. The topic develops pupils' chronological awareness by placing the Victorian era in context. Pupils learn about social reform, innovation, and everyday experiences, building historical enquiry skills through the examination of sources, artifacts, and narratives. within British history.
Year 5	Crime and Punishment Through Time (410-2000) How and why has crime and punishment changed in Britain over time?	Learning about crime and punishment across the ages helps children explore how laws, justice, and society have changed over time. It encourages them to think critically about fairness, consequences, and the role of authority, while developing an understanding of how historical events and beliefs shaped the justice system we know today.	It revisits some historical periods previously studied and helps Year 5 children to understand how laws, justice and societal values have changed over time. Pupils explore historical enquiry skills such as interpreting sources, comparing past and present, and evaluating fairness and justice. The topic also encourages reflection on moral, social, and civic understanding, helping children consider how societies maintain order and respond to wrongdoing.
Year 5	Ancient Egypt (3000 BCE) Who were the Ancient Egyptians?	This topic introduces children to one of the earliest and most influential civilizations, helping them understand the development of human societies and the foundations of modern culture. Ancient Egypt offers insight into early advancements in writing, architecture, agriculture, and governance. It helps children explore how civilizations evolve and interact with their environment and each other. The study of Ancient Egypt provides a foundation for understanding chronology and historical timelines.	After the Stone Age, teaching the Ancient Egyptians in Year 5 continues the chronological study of early civilisations. It introduces children to complex civilisations with writing, governance and religion, preparing them to compare similarities and differences with other societies globally.
Year 5	The Tudors (1485) What impact did the Tudors have on religion in Britain?	The Tudor era (1485-1603) marks a transformative period in British history, including the reign of Henry VIII, the English Reformation, and the Elizabethan Age. Teaching this topic helps children understand how major historical events shaped modern Britain, including changes in religion, monarchy, and governance. The Tudors include fascinating figures like Henry VIII, Elizabeth I, and Mary Queen of Scots, whose dramatic lives capture children's imaginations. These personalities provide engaging entry points for exploring complex historical themes such as power, succession, and diplomacy. The Tudor period saw the break from the Catholic Church and the establishment of the Church of England. Children learn how religion and politics are interconnected and how these changes affected everyday life, law, and culture.	Teaching the Tudors in Year 5 helps children understand a significant period in British history marked by monarchy, religion, exploration, and social change. The topic develops chronological awareness by placing Tudor history in the wider context of British history, allowing pupils to see the progression from medieval to early modern times. Pupils explore cause-and-effect relationships, such as how decisions by monarchs affected religion, politics, and everyday life. The topic also builds historical enquiry skills, including examining primary and secondary sources, interpreting evidence, and understanding perspectives.
Year 6	World War II (1939-1945) Why was the Battle of Britain a significant turning point in British history?	Learning about World War Two helps children understand one of the most significant global events in modern history. It introduces them to themes of conflict, resilience, leadership, and peace, while encouraging empathy and critical thinking. The topic also helps children explore how war affected everyday life, especially for children, families, and communities.	Teaching World War Two in Year 6 helps children understand a pivotal global event and its impact on the modern world. The topic develops chronological awareness, explores cause-and-effect relationships, and builds historical enquiry skills while promoting empathy, moral reasoning, and reflection on conflict, resilience, and human rights.
Year 6	The Mayan Civilisation (1500 BCE)	Teaching children about the Mayan civilisation introduces children to non-European history, helping to diversify their understanding of the past. It encourages recognition of the global nature of human development	It provides a logical chronological and conceptual progression between the ancient civilisations taught across school. Teaching the Ancient Maya before the Ancient Greeks

	Who were the Maya and what were their major accomplishments?	and the richness of ancient cultures beyond the commonly taught Western narratives. Children gain valuable historical skills through this topic such as chronological understanding by placing the Mayan civilisation in context with other ancient societies; source analysis by interpreting archaeological evidence, glyphs, and artefacts; and evaluating how historians reconstruct knowledge from limited sources.	helps children understand global history by studying a complex civilization outside Europe first. The topic develops chronological awareness, builds historical enquiry skills, and encourages comparisons between societies, fostering analytical thinking about cultural, technological, and social developments.
Year 6	The Ancient Greeks (776-323 BCE) Who were the Ancient Greeks and what was their legacy?	Ancient Greece is widely regarded as the cradle of Western civilization, influencing modern democracy, philosophy, science, and art. Teaching children about the Greeks helps them understand the origins of many ideas and institutions that shape their world today. The Greeks valued debate, inquiry, and logic—principles seen in the works of philosophers like Socrates, Plato, and Aristotle. Exploring these ideas encourages children to ask questions, think critically, and engage in respectful discussion.	Teaching the Ancient Greeks after the Ancient Maya and Egyptians helps children understand the development of civilizations across time and regions. The topic develops chronological awareness, builds historical enquiry skills, and allows pupils to compare societies while exploring the foundations of Western culture, including philosophy, democracy, and the arts.