# Waterloo Primary School History Curriculum 2026–2027

| Pathway / year | Learning throughout the year |
|---|---|
| **Pre-formal developmental curriculum** | Communication and interaction; cognition and sensory exploration; attention and engagement; play and social development; physical and sensory development; independence and early learning behaviours. Personalised learning through daily routines, play, sensory experiences and meaningful interactions. Progression follows the school's Pre-formal Developmental Progression Framework, individual starting points and EHCP outcomes. |
| **Nursery 2** | Recognise familiar routines and sequences; use simple time words such as now and later. Notice changes in themselves and familiar people; recognise similarities and differences between families. Explore photographs, objects and stories to talk about people and experiences. |
| **Nursery 3–4** | Describe sequences and retell events and stories in order using first, next, then, before and after. Use photographs to discuss familiar people and experiences; develop vocabulary for sequence and change. |
| **Reception** | Sequence events and stories; use past/present language and vocabulary associated with the past. Compare life now and then through photographs, stories, objects and discussion. Ask questions using these sources and non-fiction texts. Explore familiar people, community helpers and historical figures. Use a daily visual timetable to discuss and order events. |

## Early Years learning across the six blocks

| Year | LB1 | LB2 | LB3 | LB4 | LB5 | LB6 |
|---|---|---|---|---|---|---|
| **Nursery 2** | Make connections between own and other families; develop a sense of identity. | Explore how the outdoor environment changes at different times of year. | Retell a story using simple pictures and props. | Develop pretend play: one object representing another; explore pretend and real. | Develop pretend play based on a text. | Understand and use time words, including now and later. |
| **Nursery 3–4** | Share family and baby photographs; discuss similarities/differences; develop positive attitudes towards differences between people. | Develop responsibility and a sense of community membership. | Sequence events using first, then, before and after. Retell with story language and photographs, including next and suddenly. | Develop responsibility and a sense of community membership. | Recite stories by heart; develop responsibility and community membership. | Develop responsibility and a sense of community membership. |
| **Reception** | Discuss and describe family and familiar community members; explore identity through texts about themselves and their families. | Explore a heroic figure from recent history or the local community. Understand the past through story settings, characters and events; sequence and retell main events. | Compare present/past photographs; explore modern and historic monarchs and story characters. Learn castle vocabulary: tower, turret, drawbridge, portcullis and moat. Explore through stories, role play and construction. | Retell familiar stories; explain events and experiences through talk. | Describe events in detail; compare historic local pictures with today, identifying continuity and change. | Use story language such as once upon a time and one morning; reflect on Reception and celebrate achievements. |

## History units across the six learning blocks

| Year / pathway | LB1 | LB2 | LB3 | LB4 | LB5 | LB6 |
|---|---|---|---|---|---|---|
| **Year 1** | Toys over Time | | Transport & Travel | | | |
| **Year 2** | The Great Fire | Kings and Queens | | People Who Made a Difference | | |
| **Phoenix / Orion Cornerstones** | I am Warrior | Traders and Raiders | | | Through the Ages | |
| **Year 3** | Stone, Bronze & Iron Ages | | Ancient Egypt | | | |
| **Year 4** | The Romans | Roman Britain | | | Maya Civilization | |
| **Year 5** | *2026–2027 only: block teach Maya Civilization.* Anglo Saxons & Scots | Vikings | | | Baghdad & the Middle East | |
| **Year 6** | *2026–2027 only: block teach Maya Civilization.* Ancient Greece | | Conflict & Resolution | | | |