



History curriculum coverage overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1						
Name of topic:			How do we know about the Great Fire of London?	What were homes like in the past and how have they changed?		Why do we remember Florence Nightingale? How does she compare to other nurses in history?
Curriculum objective/s:			<ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally. 	<ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Events beyond living memory that are significant nationally or globally. 		<ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.
Curriculum skills:			<ul style="list-style-type: none"> develop an awareness of the past, using common words and phrases relating to the passing of time. know where the people and events they study fit within a chronological framework ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events understand some of the ways in which we find out about the past and identify different ways in which it is represented 	<ul style="list-style-type: none"> develop an awareness of the past, using common words and phrases relating to the passing of time. identify similarities and differences between ways of life in different periods. ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events understand some of the ways in which we find out about the past and identify different ways in which it is represented 		<ul style="list-style-type: none"> develop an awareness of the past, using common words and phrases relating to the passing of time. know where the people and events they study fit within a chronological framework identify similarities and differences between ways of life in different periods. understand some of the ways in which we find out about the past and identify different ways in which it is represented
Year 2						
Name of topic:		1: What do we remember on Remembrance Day? 2: Why do we remember famous people and what can they teach us about the past?	How are our toys different from those in the past?			How have holidays changed over time? How have advancements in transport affected this?
Curriculum objective/s:		<ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and 	<ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to 			<ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal



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		<p>international achievements. Some should be used to compare aspects of life in different periods.</p> <ul style="list-style-type: none"> • Significant historical events, people and places in their own locality. 	<p>reveal aspects of change in national life.</p> <ul style="list-style-type: none"> • Events beyond living memory that are significant nationally or globally. 			<p>aspects of change in national life.</p> <ul style="list-style-type: none"> • Events beyond living memory that are significant nationally or globally.
Curriculum skills:		<ul style="list-style-type: none"> • use a wide vocabulary of everyday historical terms. • know where the people and events they study fit within a chronological framework • ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events • ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events 	<ul style="list-style-type: none"> • use a wide vocabulary of everyday historical terms. • identify similarities and differences between ways of life in different periods. • ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events 			<ul style="list-style-type: none"> • use a wide vocabulary of everyday historical terms. • identify similarities and differences between ways of life in different periods. • ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events • know where the people and events they study fit within a chronological framework
Year 3						
Name of topic:	What was it like to be a Neolithic Hunter Gathers? How did the advent of farming change life in Britain?	Who were the Romans and why did they invade?	How did Britain change after the Roman invasion?			
Curriculum objective/s:	<ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age ♣ late Neolithic hunter-gatherers and early farmers, for example, Skara Brae ♣ Bronze Age religion, technology and travel, for example, Stonehenge 	<ul style="list-style-type: none"> • The Roman Empire and its impact on Britain ♣ Julius Caesar's attempted invasion in 55-54 BC ♣ the Roman Empire by AD 42 and the power of its army ♣ successful invasion by Claudius and conquest, including Hadrian's Wall ♣ British resistance, for example, Boudica 	<ul style="list-style-type: none"> • The Roman Empire and its impact on Britain ♣ British resistance, for example, Boudica ♣ 'Romanisation' of Britain: sites such as Chester and the impact of technology, culture and beliefs, including early Christianity 			
Curriculum skills:	<ul style="list-style-type: none"> • develop a chronologically secure knowledge and understanding of British history, establishing clear 	<ul style="list-style-type: none"> • continue to develop a chronologically secure knowledge and understanding of British, 	<ul style="list-style-type: none"> • continue to develop a chronologically secure knowledge and understanding of British, local and world 			<ul style="list-style-type: none"> •



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	<p>narratives within and across the periods of study</p> <ul style="list-style-type: none"> • note connections, contrasts and trends over time and develop the appropriate use of historical terms • regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance • construct informed responses that involve thoughtful selection and organisation of relevant historical information • understand how our knowledge of the past is constructed from a range of sources 	<p>local and world history, establishing clear narratives within and across the periods of study</p> <ul style="list-style-type: none"> • note connections, contrasts and trends over time and develop the appropriate use of historical terms • regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance • construct informed responses that involve thoughtful selection and organisation of relevant historical information <p>understand how our knowledge of the past is constructed from a range of sources</p>	<p>history, establishing clear narratives within and across the periods of study</p> <ul style="list-style-type: none"> • note connections, contrasts and trends over time and develop the appropriate use of historical terms • regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance • construct informed responses that involve thoughtful selection and organisation of relevant historical information <p>understand how our knowledge of the past is constructed from a range of sources</p>			
Year 4						
Name of topic:	What impact did The Victorian era have on the local environment?	What impact did The Victorian era have on the local environment?		Why did the Anglo Saxons settle in Britain?		What was it like living in Ancient Egypt?
Curriculum objective/s:	<ul style="list-style-type: none"> • A local history study ♣ a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. 	<ul style="list-style-type: none"> • A local history study ♣ a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. 		<ul style="list-style-type: none"> • Britain's settlement by Anglo-Saxons and Scots ♣ Anglo-Saxon invasions, settlements and kingdoms: place names and village life ♣ Anglo-Saxon art and culture ♣ Christian conversion – Canterbury, Iona and Lindisfarne 		<ul style="list-style-type: none"> • The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study
Curriculum skills:	<ul style="list-style-type: none"> • continue to develop a chronologically secure knowledge and understanding of local history, establishing clear narratives within and across the periods of study • note connections, contrasts and trends over time and develop the appropriate use of historical terms 	<ul style="list-style-type: none"> • continue to develop a chronologically secure knowledge and understanding of local history, establishing clear narratives within and across the periods of study • note connections, contrasts and trends 		<ul style="list-style-type: none"> • continue to develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods of study • note connections, contrasts and trends 		<ul style="list-style-type: none"> • continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods of study • note connections, contrasts and trends



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	<ul style="list-style-type: none"> regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance construct informed responses that involve thoughtful selection and organisation of relevant historical information understand how our knowledge of the past is constructed from a range of sources 	<p>over time and develop the appropriate use of historical terms</p> <ul style="list-style-type: none"> regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance construct informed responses that involve thoughtful selection and organisation of relevant historical information understand how our knowledge of the past is constructed from a range of sources 		<p>over time and develop the appropriate use of historical terms</p> <ul style="list-style-type: none"> regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance construct informed responses that involve thoughtful selection and organisation of relevant historical information <p>understand how our knowledge of the past is constructed from a range of sources</p>		<p>over time and develop the appropriate use of historical terms</p> <ul style="list-style-type: none"> regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance construct informed responses that involve thoughtful selection and organisation of relevant historical information <p>understand how our knowledge of the past is constructed from a range of sources</p>
Year 5						
Name of topic:	Who were the Ancient Greeks?	What impact did Ancient Greek civilisation have on the Western World?	What impact did Viking invasion and Settlement have on Britain?			
Curriculum objective/s:	<ul style="list-style-type: none"> Ancient Greece – a study of Greek life and achievements and their influence on the western world 	<ul style="list-style-type: none"> Ancient Greece – a study of Greek life and achievements and their influence on the western world 	<ul style="list-style-type: none"> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor ♣ Viking raids and invasion ♣ resistance by Alfred the Great and Athelstan, first king of England ♣ further Viking invasions and Danegeld ♣ Anglo-Saxon laws and justice ♣ Edward the Confessor and his death in 1066 			
Curriculum skills:	<ul style="list-style-type: none"> continue to develop a secure knowledge and understanding of world history, establishing clear narratives within and across the periods of study note connections, contrasts and trends over time and develop the appropriate use of historical terms regularly address and sometimes devise historically valid questions about change, 	<ul style="list-style-type: none"> continue to develop a secure knowledge and understanding of world history, establishing clear narratives within and across the periods of study note connections, contrasts and trends over time and develop the appropriate use of historical terms 	<ul style="list-style-type: none"> continue to develop a chronologically secure knowledge and understanding of British and local establishing clear narratives within and across the periods of study note connections, contrasts and trends over time and develop the appropriate use of historical terms regularly address and sometimes devise historically 			



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	<p>cause, similarity and difference, and significance</p> <ul style="list-style-type: none"> construct informed responses that involve thoughtful selection and organisation of relevant historical information understand how our knowledge of the past is constructed from a range of sources 	<ul style="list-style-type: none"> regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance construct informed responses that involve thoughtful selection and organisation of relevant historical information understand how our knowledge of the past is constructed from a range of sources 	<p>valid questions about change, cause, similarity and difference, and significance</p> <ul style="list-style-type: none"> construct informed responses that involve thoughtful selection and organisation of relevant historical information understand how our knowledge of the past is constructed from a range of sources 			
Year 6						
Name of topic:			What was the impact of WW2 on Britain and our local area?	What has been the impact of technological advances since WW2 ended?	What was daily life like, during The Maya civilisation? How does this compare to life in Britain during the same period?	
Curriculum objective/s:			<ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 ♣ a significant turning point in British history – WW2 	<ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 ♣ changes in an aspect of social history – technological changes. 	<ul style="list-style-type: none"> A non-European society that provides contrasts with British history 	
Curriculum skills:			<ul style="list-style-type: none"> continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods of study note connections, contrasts and trends over time and develop the appropriate use of historical terms regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance construct informed responses that involve thoughtful selection and organisation of 	<ul style="list-style-type: none"> continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods of study note connections, contrasts and trends over time and develop the appropriate use of historical terms regularly address and sometimes devise historically valid questions about change, cause, similarity and 	<ul style="list-style-type: none"> continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods of study note connections, contrasts and trends over time and develop the appropriate use of historical terms regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance 	



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			<p>relevant historical information</p> <ul style="list-style-type: none">• understand how our knowledge of the past is constructed from a range of sources	<p>difference, and significance</p> <ul style="list-style-type: none">• construct informed responses that involve thoughtful selection and organisation of relevant historical information• understand how our knowledge of the past is constructed from a range of sources	<ul style="list-style-type: none">• construct informed responses that involve thoughtful selection and organisation of relevant historical information• understand how our knowledge of the past is constructed from a range of sources	
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