



National Curriculum Coverage – History

KS1

National Curriculum Statement:	Topic(s) that cover this statement:	Year/Term taught:
Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	<p>How Am I Making History?</p> <p>How Have Toys Changed?</p> <p>How Have Explorers Changed The World?</p> <p>How Was School Different In The Past?</p> <p>How Did We Learn To Fly?</p> <p>What Is A Monarch?</p>	<p>Year1 Autumn 2</p> <p>Year 1 Spring 2</p> <p>Year 1 Summer 2</p> <p>Year 2 Autumn 2</p> <p>Year 2 Spring 2</p> <p>Year 2 Summer 2</p>
Pupils should be taught about events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries].	<p>How Have Explorers Changed The World?</p> <p>How Did We Learn To Fly?</p> <p>What Is A Monarch?</p>	<p>Year 1 Summer 2</p> <p>Year 2 Spring 2</p> <p>Year 2 Summer 2</p>
Pupils should be taught about 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 [for example, Elizabeth I and Queen	<p>How Have Explorers Changed The World?</p> <p>How Did We Learn To Fly?</p>	<p>Year 1 Summer 2</p> <p>Year 2 Spring 2</p>

Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell].		
Pupils should be taught about significant historical events, people and places in their own locality.	How Have Explorers Changed The World? How Was School Different In The Past?	Year 1 Summer 2 Year 2 Autumn 2

KS2

National Curriculum Statement	Topic(s) that cover this statement:	Year/Term taught:
Pupils should be taught about changes in Britain from the Stone Age to the Iron Age. This could include: Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture.	British History 1: Would You Prefer To Live In The Stone Age, Iron Age Or The Bronze Age? How Did The Achievements Of The Maya Civilisation Influence Their Society And Beyond?	Year 3 Summer 1 Year 4 Summer 1
Pupils should be taught about the Roman Empire and its impact on Britain. This could include: Julius Caesar's attempted invasion in 55-54 BC The Roman Empire by AD 42 and the power of its army	British History 2: Why Did The Romans Settle In Britain? How Did The Achievements Of The Maya Civilisation Influence Their Society And Beyond?	Year 3 Spring 1 Year 4 Summer 1

<p>Successful invasion by Claudius and conquest, including Hadrian's Wall</p> <p>British resistance, for example, Boudica</p> <p>'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.</p>		
<p>Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots.</p> <p>This could include:</p> <p>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</p> <p>Scots invasions from Ireland to north Britain (now Scotland)</p> <p>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</p> <p>Anglo-Saxon art and culture</p> <p>Christian conversion – Canterbury, Iona and Lindisfarne.</p>	<p>British History 3: How Hard Was It To Invade And Settle In Britain?</p> <p>How Did The Achievements Of The Maya Civilisation Influence Their Society And Beyond?</p>	<p>Year 4 Spring 1</p> <p>Year 4 Summer 1</p>
<p>Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>This could include:</p> <p>Viking raids and invasion</p> <p>Resistance by Alfred the Great and Athelstan, first king of England</p> <p>further Viking invasions and Danegeld</p> <p>Anglo-Saxon laws and justice</p> <p>Edward the Confessor and his death in 1066.</p>	<p>British History 3: How Hard Was It To Invade And Settle In Britain?</p> <p>How Did The Achievements Of The Maya Civilisation Influence Their Society And Beyond?</p> <p>British History 4: Were The Vikings Raiders, Traders Or Something Else?</p>	<p>Year 4 Spring 1</p> <p>Year 4 Summer 1</p> <p>Year 5 Autumn 1</p>
<p>Pupils should be taught about a local history study.</p> <p>This could include:</p>	<p>What Does The Census Tell Us About Our Local Area?</p>	<p>Year 6 Summer 1</p>

<p>A depth study linked to one of the British areas of study listed above</p> <p>A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</p> <p>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>		
<p>Pupils should be taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>This could include:</p> <p>The changing power of monarchs using case studies such as John, Anne and Victoria</p> <p>Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century</p> <p>The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</p> <p>A significant turning point in British history, for example, the first railways or the Battle of Britain.</p>	<p>How Have Children's Lives Changed?</p> <p>British History 5: What Was Life Like In Tudor England?</p> <p>British History 6: What Was The Impact Of World War Ii On The People Of Britain?</p> <p>Who Should Go On The Banknote?</p>	<p>Year 4 Autumn 1</p> <p>Year 5 Spring 1</p> <p>Year 6 Autumn 1</p> <p>Year 6 Spring 1</p>
<p>Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p>	<p>What Did The Ancient Egyptians Believe?</p>	<p>Year 3 Autumn 1</p>
<p>Pupils should be taught about Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p>	<p>What Did The Greeks Ever Do For Us?</p>	<p>Year 5 Summer 1</p>

Pupils should be taught about a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	How Did The Achievements Of The Maya Civilisation Influence Their Society And Beyond?	Year 4 Summer 1