



National Curriculum Coverage History

How is the Subject Content from the National Curriculum Covered?

Key Stage 1

Key stage 1 Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life **(Y1 – Changing Communication, Y2 – Changes in our Highstreet: Civic Centre)**
- 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] **(Y2 – London's Burning)**
- 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 **(Y1 – Medicine Woman; Florence Nightingale, Edith Cavell and Elizabeth Blackwell, Y1 – Space; Neil Armstrong and Tim Peake, Y2 – British Kings and Queens; Queen Victoria, Queen Elizabeth II, King Charles III)**
- significant historical events, people and places in their own locality **(Y1 – Changes in Communication; Alan Turing, Y2 - Changes in our high street - local study of Wythenshawe)**

Key Stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.

They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age **(Y3 – Stone Age, Y3 - Bronze Age to Iron Age)**
- the Roman Empire and its impact on Britain **(Y4 – The Romans)**
- Britain's settlement by Anglo-Saxons and Scots **(Y4 – Anglo Saxon, The Scots and Vikings)**
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor **(Y4 - Anglo Saxons, The Scots and The Vikings, Y4 – Edward the Confessor and The Norman Conquest)**
- a local history study **(Y5 – Life at Quarry Bank Mill)**
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 **(Y6 - Fight for Equality, Y5 – WW1, Y6 – WW2)**
- 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 **(Y3 – Ancient Civilisations and Ancient Egypt)**
- Ancient Greece – a study of Greek life and achievements and their influence on the western world **(Y5 – Ancient Greece)**
- 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 **(Y6 – Mayans)**