



National Curriculum Links

Subject: History

KS1

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.

NC Objective	Year 1 Unit Coverage	Year 2 Unit Coverage
<ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life 	Beside the Seaside Local History Project - The History of our school	Inspirational Women (civil rights)
<ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally 		Inspirational Women (votes for women) Time Detectives: The Great Fire of London Land Ahoy (exploration)
<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 	Who was Mary Seacole? Fossil Hunters – Mary Anning	Inspirational Women (Rosa Parks, Emily Davison and Malala) Kings, Queens and Castles (Elizabeth I and Elizabeth II) Land Ahoy – Sir Francis Drake
<ul style="list-style-type: none"> Significant historical events, people and places in their own locality 	London Calling : From A to Z (London Landmarks - Tower Bridge focus), London transport	Kings, Queens and Castles (The Tower of London, Charterhouse)

KS2

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.

NC Objective	Year 3 Unit Coverage	Year 4 Unit Coverage	Year 5 Unit Coverage	Year 6 Unit Coverage
<ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age 	Stone Age to Iron Age			
<ul style="list-style-type: none"> The Roman Empire and its impact on Britain 			Londinium – Roman London	
<ul style="list-style-type: none"> Britain’s settlement by Anglo-Saxons and Scots 			Anglo Saxons, Scots and Vikings	
<ul style="list-style-type: none"> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor 			Anglo Saxons, Scots and Vikings	
<ul style="list-style-type: none"> A local history study 	Local History Study – The City Road Basin and Regent’s Canal		Local History Fieldwork – Changes to Buildings	Local History Fieldwork – Victorian London
<ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 	Go with the Flow – The River Thames	Migration-Windrush/ People of London	The Trans Atlantic Slave Trade	Victorian London
<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 of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China 		Ancient Egypt		
<ul style="list-style-type: none"> Ancient Greece – a study of Greek life and achievements and their influence on the western world 		Ancient Greece		
<ul style="list-style-type: none"> 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. 				AD900 Benin