

History Knowledge Coverage

| History Key Stage 1 | |
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| <p>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.</p> | |
| National Curriculum Programme of Study | Oratory Coverage |
| changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life | Y1, term 2, Memory Box |
| 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, term 1, Great Fire of London Y2, term 2, Incredible Inventions |
| 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 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) | Y1, term 1, Animal Adventures: Mary Anning Y2, term 2, Incredible Inventions: Leonardo da Vinci; the Wright brothers Y1, term 3, We Can Be Heroes: Helping others: Captain Sir Tom Moore; Mary Seacole. Exploring: Captain Scott; Amelia Earhart. Making things fair: Malala Yousafzai; Rosa Parks; Emmeline Pankhurst; Nelson Mandela. Super Scientists: Marie Curie; Stephen Hawking. Sportspeople: Wilma Rudolph; Billie-Jean King; Mo Farah; Rudolf Nuryev. |
| significant historical events, people and places in their own locality | Y2 term 1, Great Fire of London: Stuart London Y2, term 3, Places Near & Far |

History Knowledge Coverage

| History Key Stage 2 | |
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| <p>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.</p> | |
| National Curriculum Programme of Study | Oratory Coverage |
| changes in Britain from the Stone Age to the Iron Age | Y3, term 2, Tribal Tales |
| the Roman Empire and its impact on Britain | Y4, term 1, I am Warrior |
| Britain's settlement by Anglo-Saxons and Scots | Y4, term 1, I am Warrior Y4, term 3, Traders & Raiders: Anglo-Saxons & Vikings |
| the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor | Y4, term 3, Traders & Raiders: Anglo-Saxons & Vikings |
| a local history study | Y3, term 1, Chelsea Past & Present Y6, term 1, Britain at War Part 1: Not Forgotten |
| a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 | Y6, term 1, Britain at War Part 1: Not Forgotten Y6, term 2, Britain at War Part II Y5, term 3, Tudor Times: terrible or tremendous? Y6, term 3, A Movement for Change |
| 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 | Y5, term 1, Ancient Egyptians |
| Ancient Greece – a study of Greek life and achievements and their influence on the western world | Y3, term 3, Gods & Mortals: 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. | Y4, term 2, Hola Mexico! |