

Subject Coverage History

<u>Year Group</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Reception			
Year 1	<p><u>Superheroes and Moon Zoom</u> <i>Historical heroes and heroines and astronauts</i> Learn 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.</p>	<p><u>Memory Box and Paws, Claws and Whiskers</u> <i>Comparing everyday items from the past and within living memory</i> Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>	<p><u>Dinosaur Planet and Enchanted woodland</u> <i>Dinosaurs and Mary Anning</i> Learn about events beyond living memory that are significant nationally or globally. Learn 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</p>
Year 2	<p><u>Street Detectives and Towers, Tunnels and Turrets</u> <i>Changes within living memory and castles</i> Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Learn about events beyond living memory that are significant nationally or globally</p> <p>Learn about significant historical events, people and places in their own locality</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and</p>	<p><u>Land Ahoy and Beat Band Boogie</u> <i>Significant historical people</i> Learn about events beyond living memory that are significant nationally or globally</p> <p>Learn 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</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>	<p><u>The Scented Garden and Beachcombers</u> <i>None this term</i></p>

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Year 3	<p><u>Urban Pioneers and Tribal Tales</u> <i>Local history study and Prehistoric Britain – Stone Age to Iron Age</i></p> <p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Learn about changes in Britain from the Stone Age to the Iron Age</p> <p>Conduct a local history study</p>	<p><u>Scrumdiddlyumptious and Flow</u> <i>Significant individuals</i></p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Learn about changes in Britain from the Stone Age to the Iron Age</p>	<p><u>Heroes and Villains and Mighty Metals</u> <i>None this term</i></p>
Year 4	<p><u>I am Warrior and Road Trip USA</u> <i>Roman life and Native Americans</i></p> <p>Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’</p>	<p><u>Burps, Bottoms and Bile and Playlist</u> <i>None this term</i></p>	<p><u>Blue Abyss and Potions</u> <i>Ocean exploration and historical use of potions</i></p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse</p>

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<p>Year 5</p>	<p><u>Stargazers and Off with her Head</u> <i>History of space flight and The Tudors</i></p> <p>Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</p>	<p><u>Alchemy Island and Pharaohs</u> <i>Ancient Egypt</i></p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends,</p>	<p><u>Beast Creator and Scream Machine</u> <i>Changes over time</i></p> <p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-</p>

	<p>Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p> <p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</p>	<p>frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Learn 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>Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p>	<p>European societies; achievements and follies of mankind</p>
<p>Year 6</p>	<p><u>Child's War and Tomorrow's World</u> <i>World War II and Innovations and technology</i></p> <p>Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history;</p>	<p><u>ID and Frozen Kingdom</u> <i>Social reformers and Emigration and Exploration in the early 1900s</i></p> <p>Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescale</p>	<p><u>Gallery Rebels and Hola Mexico</u> <i>History of art and ancient Maya Civilisations</i></p> <p>Learn 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</p>

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