

History: Whole School Coverage of the National Curriculum

2018/19



Year	Autumn 1 – Identity	Autumn 2 –Courage	Spring 1 – Power	Spring 2- Change	Summer 1 - Choices	Summer 2-
Year 1	<p>-We will be looking at photographs of ourselves from when we were younger and telling stories about the things we have done in the past.</p> <p>-I am beginning to use stories to talk about things that have happened in the past.</p>	<p>-We will be learning about the Great fire of London</p> <p>-I am beginning to understand some ways in which we find out about the past.</p> <p>-I am beginning to place a few events, people and objects in the correct time order.</p> <p>-I am beginning to find answers to simple questions about the past by using stories and other stories.</p>		<p>-We will be digging up the time capsule that we buried at the beginning of autumn 2.</p> <p>-Changes within living memory, significant historical events, people and places in their own locality.</p> <p>-I am beginning to use the right historical words to explain the passing of time.</p>	<p>-We will be learning about Neil Armstrong and Tim Peake</p> <p>-With help I sometimes understand how the achievements of famous people from the past have influenced our lives.</p> <p>-I am beginning to recognise the differences between ways of life in the past and present.</p>	
Year 2			<p>-We will be learning about the first aeroplane flight.</p> <p>- Opening our time capsule to show changes in living memory.</p>	<p>-Comparing the lives of significant individuals who have contributed to national and international achievements.</p>		<p>Significant historical events, people and places in our local area.</p>
Year 3		<p>A study focusing on the changes in Britain from the Stone Age to the Iron Age</p>		<p>A study of the Roman Empire and its impact on Britain focusing</p>		<p>A study of Ancient China looking at its achievements and its impact in the Modern World.</p>
Year 4	<p>Disaster!</p> <p>- A locational study of Europe and the similarities and differences of a region within a European country (Naples)</p> <p>- A study of volcanoes, earthquakes and the water cycle linked to Naples region</p>		<p>Iron Man</p> <p>- A locational study of Europe and its key physical features</p>		<p>Struggle</p> <p>- Britain's settlement by Anglo-Saxons and Scots</p> <p>- The Viking and Anglo-Saxon struggle for the Kingdom of England</p> <p>- Names and locations of counties and cities within the United Kingdom and their key geographical regions and human and physical characteristics</p>	



<p>Year 5</p>	<p>American Slavery – linking the Underground Railroad</p>	<p>A study of World War 2 through the ages that extends pupils' chronological knowledge beyond 1066 How World War 2 created men and women of courage</p>		<p>Space Race How did the space race affect local and global people? What changes were introduced after the Space Race?</p>	<p>Investigating how recycling has changed and the choices humans have made – the impact on this locally and globally</p>	<p>- Britain's settlement by Anglo-Saxons and Scots - The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor</p>
<p>Year 6</p>		<p>- I can tell the story of events within and across the time periods I have studied - I know that the past can be split into different periods of time - I can make connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history</p>	<p>- I can understand the complexity of people's lives in the past and how some societies are very different due to changes or challenges at the time - I can discuss trends over time - I can see the relationship between different periods and the legacy or impacts for me and my identity</p>		<p>- I know how our knowledge of the past is constructed from a range of sources - I carefully select and organise relevant historical information from a range of historical sources of information - I can explain that the past can be interpreted or represented in different ways - I can carefully select relevant historical info, considering different viewpoints or thinking about possible bias - I can devise my own historically valid questions</p>	<p>- I can use key historical terms in structured, informed, written responses or descriptions of the main features of past societies/periods e.g. century, decade - I can construct informed responses and select relevant historical information</p>

In History, we aim for our children to:

- Know and understand the history of Britain 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
- 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
- Gain and deploy a historically-grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- 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



- 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
- 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.

In Geography, we aim for our children to:

- Develop contextual knowledge of the location of places, seas and oceans, including their defining physical and human characteristics
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time

Be competent in the geographical skills needed to:

- Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- Communicate geographical information in a variety of ways, including through maps and writing at length.