

History coverage Y1- Y6

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1 HISTORY		Toys Past and Present Achievements (PARTICULARLY IN TECHNOLOGY)		Intrepid Explorers (Neil Armstrong and Christopher Columbus) Society and achievements in transport and technology		Castles Settlement and legacy
Y2 HISTORY		Guy Fawkes and The Gunpowder Plot Culture (religion)		Florence Nightingale Legacy and Achievements		Seaside in the Past Society and Economy
Y3 HISTORY	Prehistoric Britain - Stone Age Achievements (writing and tools) Society		Ancient Egypt (Cleopatra) Achievements (writing and building construction) And culture		Romans (Boudica) Settlement Legacy, empire	
Y4 HISTORY		Indus Valley Settlements, Culture		Anglo-Saxons, Picts and Scots Settlement/ culture/ achievements of building homes		Mayans Culture (religion) Achievements in farming and writing Settlement society
Y5 HISTORY	Anglo Saxons, and The Vikings Culture, economy and society		The Ancient Greeks Culture (Religion) Society		The Victorians (Queen Victoria) Achievements and society	
Y6 HISTORY		THE SHANG DYNASTY Culture, society Empire	Benin Kingdom Society culture Empire		LOCAL STUDY WW2 Economy (Rations) Society and legacy	

Key:

Male role models Female role models Local History World History

*Topic themes are also mapped out in chronological order.

Golden threads of History – these themes should be the focus of the curriculum when teaching the unit of work.

Each unit will have a couple of key teaching themes which you should emphasis.

- Culture (and religion) - How did their beliefs shape the time period? How has it changed/compare for us today?
- Achievements – how have their inventions helped us today?
- Settlement – why did they settle in that part of the world..? Was it because the farm land was good? Was it near a river? Etc.
- Economy – how was the economy different? such as production, distribution, and consumption: an agricultural economy
- Society – how did social groups sharing the same spatial or social territory, typically subject to the same political authority and dominant cultural expectations change the way we live?
- Legacy – what did they do that has changed our lives today?

KS1

Concepts: Living memory - Oral history - Personal recounts- Society Sources of evidence - Continuity and Change

Knowledge: Increased use of electronics, New technology changed lives, what aspects have remained the same? such as layout and room functions Societal roles have changed

KS2

Concepts: Monarchy Government, Democracy and Parliament Society Invasion and Conquest Continuity and Change Evidence

Knowledge: Medieval society structure - Key events that shaped democracy in UK. Key individuals and events. How Power has shifted progressively from monarch to parliament?

Using these themes children should be able to talk about the following question:

How have these themes changed our lives today? Were the changes for the better?

What has changed?

What have we learned from the past to improve our lives today?

Key Stage 1

In Key Stage 1, the National Curriculum is broken into the following areas:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
The important aspect here is to study **changes** within living memory. It's the perfect opportunity to build community links by using the school's locality and oral history from community leaders and family members. Living memory is an approximate duration of 80 years - not just the child's lifetime!
 - Toys (the increase in electronics and computer use alongside some continuities).
 - Homes (the external and internal makeup).
 - Shops and shopping (the decline of the high street, internet shopping, growth of supermarkets).
- Events beyond living memory that are significant nationally or globally.
This is a single event that is important to the country or world as a whole. It should be beyond living memory so over 80-100 years in the past. It's a perfect opportunity to compare a national event and a similar one that has taken place in the school's locality where possible.
 - The first flight
 - The introduction of the railways
 - The great fire of London

- 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. This is the perfect opportunity to add in an element of diversity

Individuals to consider:

- William Caxton and Tim Berners Lee based around the changing way we communicate.
- Amy Johnson, Ibn Battuta, Edmund Hilary around the theme of explorers.
- Isambard Kingdom Brunel and George Stephenson around the inventors and engineers that shaped Britain.

It's even better if you can tie in an individual from your locality!

- Significant historical events, people and places in their own locality
This obviously depends completely on your locality but contacting local history groups and speaking to community leaders is a good place to begin - their wealth of knowledge is incredible!
Some suggestions to consider:
 - Your school building (when it was built, people that have been to it and how it has changed).
 - Significant people that have something named after them (a park, a building, a street etc).

Source: National Curriculum 2014

Key Stage 2

In Key Stage 2, there are compulsory eras to study and also categories which give teachers choice. It's important to remember that teachers have the freedom to choose what they teach and the order in which they teach it - teaching chronologically does not ensure children gain chronological understanding.

Compulsory eras to study:

- Changes from the Stone Age to Iron Age.
- The Roman Empire and it's impact on Britain.
- Britain's Settlement by Anglo-Saxons and Scots.
- Struggle for power between the Saxons and Vikings.
- Ancient Greece, its achievements and their influence on the western world.

- A local history study.

You must select one from the following:

- An overview of all 4 civilizations and one of the following in depth: Achievements of the earliest civilizations: **Ancient Sumer, The Indus Valley, Ancient Egypt or the Shang Dynasty of Ancient China.**
- A non-European study: **Early Islamic civilization, The Maya, Benin**
- A post-1066 study of a theme or aspect of British history that extends children's chronological understanding: **changing aspect of society, legacy of Roman or Greek civilization or a turning point in British history such as the industrial revolution, migration or the First World war**