



## History: Coverage & Progression



Aim	Pupil should 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. Pupils should 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. Pupils should gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. Pupils should 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. Pupils should 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. Pupils should 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.					
	Year 1 & 2		Year 3 & 4		UKS2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Advent	<p>Changes Within Living Memory</p> <p>Reveal Aspects of Change In National Life</p> <p>Study: (Toys)Victorian Period, WW2, within living memory to present day (100 years)</p>	<p><u>Significant People, Places &amp; Events In Own Locality</u> History of Cars (Vauxhall)</p> <p><u>Events Beyond Living Memory</u> First Aeroplane Flight Globally Hot Air balloons Trains</p>	<p><u>Depth Study</u> The Achievement of The Earliest Civilisations:  Ancient Egypt</p>	<p><u>Depth Study</u> The Roman Empire &amp; Its Impact on Britain:  Romans</p>	<p><u>Depth Study</u>  Ancient Greece- A Study of Greek Life and Achievements and their Influence on The Western World</p>	<p><u>Contrasting Non European Study That Provides Contrast With British History</u>  Benin (West Africa) <u>AD 900-1300</u></p>
Lent	<p><u>Lives of Significant Individuals, Comparing Aspects of Life In Different Periods</u></p> <p>Explorer/Adventure Christopher Columbus Neil Armstrong Rosa Parks Emily Davidson Rober Bayden - Powell</p>		<p><u>Changes In Britain From The Stone Age To The Iron Age</u> Late Neolithic Hunters &amp; Gatherers and early farmers e.g. Skara Brae Iron Age Hill Forts: tribal knigdoms, farming, art and culture Bronze Age: Religion Technology &amp; Travel</p>	<p><u>Local History Study</u>  An Aspect of History or A Site Dating From A period beyond 1066 That is Significant In The Locality:  e.g. Luton Airport/ Railways</p>	<p><u>Britain's settlement by Anglo Saxons and Scots</u> Anglo-Saxon invasions, settlements, kingdoms, place names, village life, art and culture</p>	
Pentecost	<p>Changes Within Living Memory</p> <p>Reveal Aspects of Change In National Life</p> <p>Study: (Seaside holidays)Victorian Period, WW2, within living memory to present day</p>	<p><u>Events Beyond Living Memory Nationally</u> <u>Great Fire of London</u></p>	<p>A Study of An Aspect or Theme in British History That Extend Pupil's Chronological Knowledge Beyond 1066</p> <p>Changing Power of The Monarchs: Queen Victoria</p>	<p><u>Crime and Punishment</u></p>	<p><u>The Viking &amp; Anglo Saxon Struggle For The Kingdom of England To The Time of Edward</u>  <u>The Confessor</u> Viking's raids and invasions, Edward The Confessor and His Death</p>	<p><u>A Study of An Aspect or Theme in British History That Extend Pupil's Chronological Knowledge Beyond 1066</u>  A Significant Turning Point In British History:  The Battle of Britain</p>