

History Curriculum Coverage Document

Skills	Cycle 1 20-21	Cycle 2 21-22	Cycle 3- 22-23	Cycle 4 23-24	Cycle 5 24-25	Cycle 6 25-26
<p>Chronology: Placing events on a timeline- explore chronology, sequence events, and use common words and phrases relating to the passing of time. Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p> <p>Explore historical interpretations - understand how our knowledge of the past is constructed from a range of sources.</p> <p>Investigate historical ideas - ask and answer questions, using other sources.</p> <p>KS2- construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Knowledge and Understanding of Events, People and Changes in the Past. Children should note connections, contrasts and trends over time.</p> <p>Presenting, Organising and Communicating- Pupils should use a wide vocabulary of everyday historical terms. Pupils should develop the appropriate use of historical terms.</p> <p>Alternative curriculum to be implemented alongside the KS1 curriculum to ensure pupils continue to bridge the gap</p>	<p><u>We’re all human/ This is me!</u></p> <p>KS1- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>KS2- a local history study (independent study into own history looking at family movement) (explore the local area through the years- development of Crawley)</p>	<p><u>Travel Agents</u></p> <p>KS1-events beyond living memory that are significant nationally or globally</p> <p>KS2- a non-European society that provides contrasts with British history –Mayan civilization c. AD 900</p>	<p><u>Physical World</u></p> <p>KS1- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>KS2- a local history study (looking at how the Sussex Downs have changed throughout time and how that has impacted on humans e.g., evidence of ice age)</p>	<p><u>Out of Africa</u></p> <p>KS1- the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>KS2-a non-European society that provides contrasts with British history Benin (West Africa) c. AD 900-1300.</p>	<p><u>Moving Mechanisms (WeDo2)</u></p> <p>KS1- The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>KS2- Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<p><u>100 years celebrations</u></p> <p>KS1- significant historical events, people and places in their own locality</p> <p>KS2- A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 (WW1 and WW2).</p>
	<p><u>Worldwide celebrations</u></p> <p>KS1- the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>KS2- The achievements of the earliest civilizations (Shang Dynasty/ explore Chinese celebrations and how these compare around the world. Invention of fireworks)</p>	<p><u>Dinosaurs!</u></p> <p>KS1- the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>KS2- a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 (Mary Anning, the discovery of dinosaurs and the effect on society) explore the Mesozoic Era.</p>	<p><u>World events inc. Olympics</u></p> <p>KS1- The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>KS2- Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<p><u>Light and Dark</u></p> <p>KS1- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>KS2- Britain’s settlement by Anglo-Saxons and Scots</p>	<p><u>Flexible me!</u></p> <p>KS1- significant historical events, people and places in their own locality</p> <p>KS2- changes in Britain from the Stone Age to the Iron Age (evolution of man/ how farming changed humans/ diet then vs now)</p>	<p><u>Christmas – Ice worlds</u></p> <p>KS1- significant historical events, people and places in their own locality</p> <p>KS2- a local history study (how has our local area changed and how will it continue to change? What is the impact of ice? What British explorers went to ‘ice worlds? how was Christmas celebrated in Sussex years ago?</p>
	<p><u>Time Travellers</u></p> <p>KS1- events beyond living memory that are significant nationally or globally</p> <p>KS2- changes in Britain from the Stone Age to the Iron Age (look at housing/farming/technology and religion)</p>	<p><u>Historical figures</u></p> <p>KS1- the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>KS2- a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</p>	<p><u>Body Systems</u></p> <p>KS1-events beyond living memory that are significant nationally or globally</p> <p>KS2- The achievements of the earliest civilizations - study of ancient Egyptian medicine (comparison of health care then to now. Explore mummification of animals and humans)</p>	<p><u>Bugs Life</u></p> <p>KS1--events beyond living memory that are significant nationally or globally</p> <p>KS2- the achievements of the earliest civilizations – in depth study</p>	<p><u>Great Inventors Electricity</u></p> <p>KS1- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>KS2- a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 (key inventions over the past 200 years that have changed Britain e.g., railway)</p>	<p><u>Lights, Camera, Action!</u></p> <p>KS1- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>KS2- A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 (explore development of technology and entertainment)</p>
	<p><u>Space – To infinity and beyond</u></p> <p>KS1- lives of significant individuals in the past who have contributed to national and international achievements</p> <p>KS2- a study of an aspect in British history that extends pupils’ chronological knowledge beyond 1066 (Mans race to space- how did our knowledge of space change over time? Compare roman/1500s/50s)</p>	<p><u>Young Entrepreneurs</u></p> <p>KS1- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>KS2- Britain’s settlement by Anglo-Saxons and Scots (culture and art/place names and development of settlements)</p>	<p><u>Romans</u></p> <p>KS1- the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>KS2- the Roman Empire and its impact on Britain (Boudicca, Julius Caesar, Roman Army)</p>	<p><u>Local Adventures – Pirates and Smugglers</u></p> <p>KS1- significant historical events, people and places in their own locality</p> <p>KS2- Local study- study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>	<p><u>Everything Changes</u></p> <p>KS1- significant historical events, people and places in their own locality</p> <p>KS2- a local history study (Identify a local area of interest and explore how it has changed over time- look at human and physical changes and why these have occurred)</p>	<p><u>Tudor Times</u></p> <p>KS1- events beyond living memory that are significant nationally or globally</p> <p>KS2- a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 (Tudor monarchy, day to day life, move from Catholicism to protestant and impact on life)</p>
	<p><u>Victorians</u></p> <p>KS1- events beyond living memory that are significant nationally or globally</p> <p>KS2- a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</p>	<p><u>Red, White and Blue</u></p> <p>KS1- significant historical events, people and places in their own locality</p> <p>KS2- a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 (British Monarchy)</p>	<p><u>Feel the Force</u></p> <p>KS1- significant historical events, people and places in their own locality</p> <p>KS2- A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 (WW1 and WW2).</p>	<p><u>Crash, Bang, Wollop! Inc Vikings</u></p> <p>KS1-The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>KS2- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (raids, religion, travel, significant figures)</p>	<p><u>Awesome Egyptians</u></p> <p>KS1- events beyond living memory that are significant nationally or globally</p> <p>KS2- - The achievements of the earliest civilizations – in depth study of the ancient Egyptians</p>	<p><u>Disney – Heroes and Villains</u></p> <p>KS1- The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>KS2- Britain’s settlement by Anglo-Saxons and Scots (weapons, changes to daily life, key battles and resistance) Link to Brave</p>
	<p><u>Commotion in the Ocean</u></p> <p>KS1- significant historical events, people and places in their own locality</p> <p>KS2- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (why is being an Island a good defence? How did the Vikings get here)? (Explore sea exploration through the ages)</p>	<p><u>Life cycles</u></p> <p>KS1- significant historical events, people, and places in their own locality.</p> <p>KS2- a local history study (exploring the history of the local area and the school)</p>	<p><u>Fire and Ice</u></p> <p>KS1- events beyond living memory that are significant nationally or globally</p> <p>KS2- A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 (the Great Fire of London, comparison of London and timeline of events)</p>	<p><u>Hunter Gatherer</u></p> <p>KS1- -events beyond living memory that are significant nationally or globally</p> <p>KS2- changes in Britain from the Stone Age to the Iron Age (Stonehenge, tribal kingdoms, Iron hill forts, farming)</p>	<p><u>Welcome to the Big Top!</u></p> <p>KS1- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>KS2- the Roman Empire and its impact on Britain (Boudicca, Julius Caesar, Roman Army, entertainment)</p>	<p><u>Carnivals!</u></p> <p>KS1- events beyond living memory that are significant nationally or globally</p> <p>KS2- a non-European society that provides contrasts with British history -a study of Baghdad (compare festivals and celebrations and how they changed over time)</p>

History progression map

History- working below age expected		
Understanding the World		<ul style="list-style-type: none">• Begin to make sense of their own life-story and family’s history.
Understanding the World		<ul style="list-style-type: none">• Comment on images of familiar situations in the past.• Compare and contrast characters from stories, including figures from the past.
Understanding the World	Past and Present	<ul style="list-style-type: none">• Talk about the lives of people around them and their roles in society.• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.• Understand the past through settings, characters and events encountered in books read in class and storytelling.

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>Pupils should be taught about:</p> <ul style="list-style-type: none">• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life;• 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];• 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 EdithCavell];• significant historical events, people and places in their own locality.	<p>Pupils should be taught about:</p> <ul style="list-style-type: none">• changes in Britain from the Stone Age to the Iron Age;• the Roman Empire and its impact on Britain;• 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;• a local history study;• a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066;• 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;• Ancient Greece – a study of Greek life and achievements and their influence on the western world;• 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 <p>c. AD 900; Benin (West Africa) c. AD 900-1300.</p>

	KS1	LKS2	UKS2
Historical Interpretations	<p>KS1 History National Curriculum Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Children can:</p> <ul style="list-style-type: none"> a start to compare two versions of a past event; b observe and use pictures, photographs and artefacts to find out about the past; c start to use stories or accounts to distinguish between fact and fiction; d explain that there are different types of evidence and sources that can be used to help represent the past. 	<p>KS2 History National Curriculum Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none"> a look at more than two versions of the same event or story in history and identify differences; b investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. 	<p>KS2 History National Curriculum Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none"> a find and analyse a wide range of evidence about the past; b use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; c consider different ways of checking the accuracy of interpretations of the past; d start to understand the difference between primary and secondary evidence and the impact of this on reliability; e show an awareness of the concept of propaganda; f know that people in the past represent events or ideas in a way that may be to persuade others; g begin to evaluate the usefulness of different sources.
Historical Investigations	<p>KS1 History National Curriculum Children should ask and answer questions, using other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> a observe or handle evidence to ask simple questions about the past; b observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; c choose and select evidence and say how it can be used to find out about the past. 	<p>KS2 History National Curriculum Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use a range of primary and secondary sources to find out about the past; b construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; c gather more detail from sources such as maps to build up a clearer picture of the past; d regularly address and sometimes devise own questions to find answers about the past; e begin to undertake their own research. 	<p>KS2 History National Curriculum Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none"> a recognise when they are using primary and secondary sources of information to investigate the past; b use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; c select relevant sections of information to address historically valid questions and construct detailed, informed responses; d investigate their own lines of enquiry by posing historically valid questions to answer.

Chronological Understanding	<p>KS1 History National Curriculum 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.</p> <p>Children can:</p> <ul style="list-style-type: none">a sequence artefacts and events that are close together in time;b order dates from earliest to latest on simple timelines;c sequence pictures from different periods;d describe memories and changes that have happened in their own lives;e use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.	<p>KS2 History National Curriculum 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.</p> <p>Children can:</p> <ul style="list-style-type: none">a sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;b understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).	<p>KS2 History National Curriculum 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.</p> <p>Children can:</p> <ul style="list-style-type: none">a order an increasing number of significant events, movements and dates on a timeline using dates accurately;b accurately use dates and terms to describe historical events;c understand and describe in some detail the main changes to an aspect in a period in history;d understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.
Knowledge and Understanding of Events, People and Changes in the Past	<p>KS1 History National Curriculum Pupils should identify similarities and differences between ways of life in different periods.</p> <p>Children should choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none">a recognise some similarities and differences between the past and the present;b identify similarities and differences between ways of life in different periods;c know and recount episodes from stories and significant events in history;d understand that there are reasons why people in the past acted as they did;e describe significant individuals from the past.	<p>KS2 History National Curriculum Children should note connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none">a note key changes over a period of time and be able to give reasons for those changes;b find out about the everyday lives of people in time studied compared with our life today;c explain how people and events in the past have influenced life today;d identify key features, aspects and events of the time studied;e describe connections and contrasts between aspects of history, people, events and artefacts studied.	<p>KS2 History National Curriculum Pupils should note connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none">a identify and note connections, contrasts and trends over time in the everyday lives of people;b use appropriate historical terms such as culture, religious, social, economic and political when describing the past;c examine causes and results of great events and the impact these had on people;d describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.

Presenting, Organising and Communicating	KS1 History National Curriculum Pupils should use a wide vocabulary of everyday historical terms. Children can: <ul style="list-style-type: none">a show an understanding of historical terms, such as monarch, parliament, government, war, remembrance;b talk, write and draw about things from the past;c use historical vocabulary to retell simple stories about the past;d use drama/role play to communicate their knowledge about the past.	KS2 History National Curriculum Pupils should develop the appropriate use of historical terms. Children can: <ul style="list-style-type: none">a use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms;b present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides;c start to present ideas based on their own research about a studied period.	KS2 History National Curriculum Pupils should develop the appropriate use of historical terms. Children can: <ul style="list-style-type: none">a know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious;b present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports;c plan and present a self-directed project or research about the studied period.

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>Pupils should be taught about:</p> <ul style="list-style-type: none">changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life;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];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 EdithCavell];significant historical events, people and places in their own locality.	<p>Pupils should be taught about:</p> <ul style="list-style-type: none">changes in Britain from the Stone Age to the Iron Age;the Roman Empire and its impact on Britain;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;a local history study;a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066;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;Ancient Greece – a study of Greek life and achievements and their influence on the western world;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.

KS1 curriculum coverage						
	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6
Term 1						
Term 2						
Term 3						
Term 4						
Term 5						
Term 6						

KS2 curriculum coverage						
	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6
Term 1						
Term 2						
Term 3						
Term 4						
Term 5						
Term 6						