

**Eynesbury School - History Curriculum
National Curriculum Coverage Grid**

HISTORY	YEAR 1			YEAR 2		
	AUT	SPR	SUM	AUT	SPR	SUM
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 Edith Cavell]					✓	✓
significant historical events, people and places in their own locality.			✓			
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 and identify similarities and differences between ways of life in different periods.		✓	✓	✓	✓	✓
They should use a wide vocabulary of everyday historical terms.		✓	✓	✓	✓	✓
They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.		✓	✓	✓	✓	✓
They should understand some of the ways in which we find out about the past and identify different ways in which it is represented			✓	✓	✓	✓

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HISTORY	YEAR 3			YEAR 4			YEAR 5			YEAR 6		
	AUT	SPR	SUM	AUT	SPR	SUM	AUT	SPR	SUM	AUT	SPR	SUM
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				✓ (WW2)								
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066				✓ (WW2)			✓					
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.		✓									✓	
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.							✓	✓	✓			
They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.		✓	✓				✓	✓	✓			
They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.							✓		✓			
They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.		✓	✓				✓	✓		✓		

THESE DETAIL THE STATUORY GUIDANCE ONLY – TEACHERS ARE ADVISED TO REFER TO THE NATIONAL CURRICULUM 'NOTES AND GUIDANCE' SECTIONS FOR FURTHER INFORMATION AND TEACHING GUIDANCE.

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They should understand how our knowledge of the past is constructed from a range of sources.		✓		✓		✓	✓	✓	✓	✓	✓	
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