



'Love your neighbour as yourself' (Luke 10:27)

St. Bridget's C of E Primary History National Curriculum Coverage

Inspiring, nurturing and educating our children to serve God by reaching their full potential, serving our local community and by looking after our environment as global citizens of today and tomorrow.



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Year Group	Autumn Term	Spring Term	Summer Term
EYFS	<p>The Understanding the World ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. 	<p>The Understanding the World ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. 	<p>The Understanding the World ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.
	<p>Past and Present ELG Children at the expected level of development will:</p> <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. 	<p>Past and Present ELG Children at the expected level of development will:</p> <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. 	<p>Past and Present ELG Children at the expected level of development will:</p> <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.
Year 1	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally (The Gunpowder Plot, Castles) 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 (Great Explorers) significant historical events, people and places in their own locality (Castles – North West England) 	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> 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 (Gender Equality: Beatrix Potter, Elizabeth I and Elizabeth II) changes within living memory – where appropriate, these should be used to reveal aspects of change in national life (Gender Equality) 	<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 (Local area) significant historical events, people and places in their own locality (Where I Live and My School)
	<ul style="list-style-type: none"> 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. 		
Year 2	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally (The Great Fire of London) 	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international 	<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



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	<ul style="list-style-type: none"> 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 (Neil Armstrong) 	<p>achievements, some should be used to compare aspects of life in different periods (Gender Equality: Coco Chanel, Amy Johnson)</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 (Gender Equality) 	<p>aspects of change in national life (Local area – West Kirby)</p> <ul style="list-style-type: none"> significant historical events, people and places in their own locality (Ashton Park, West Kirby)
<ul style="list-style-type: none"> 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. 			
Year 3	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age <p>This could include:</p> <ul style="list-style-type: none"> late Neolithic hunter-gatherers and early farmers, for example, Skara Brae 	<ul style="list-style-type: none"> They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. (Gender Equality – Mary Anderson) They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. (Gender Equality – Mary Anderson) 	<p>Britain's settlement by Anglo-Saxons and Scots:</p> <ul style="list-style-type: none"> Anglo-Saxon invasions, settlements and kingdoms: place names and village life <p>A local history study:</p> <ul style="list-style-type: none"> a depth study linked to one of the British areas of study listed above (Anglo-Saxons)
<ul style="list-style-type: none"> 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. They should understand how our knowledge of the past is constructed from a range of sources. 			
Year 4	<p>The achievements of the earliest civilizations:</p> <ul style="list-style-type: none"> an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt 	<ul style="list-style-type: none"> They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. (Gender Equality – Isatou Ceesay) They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. (Gender Equality – Isatou Ceesay) 	<p>A non-European society that provides contrasts with British history:</p> <ul style="list-style-type: none"> Mayan civilization c. AD 900
<ul style="list-style-type: none"> 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. They should understand how our knowledge of the past is constructed from a range of sources. 			



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Year 5	Ancient Greece – a study of Greek life and achievements and their influence on the western world	<ul style="list-style-type: none"> They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. (Gender Equality – Katherine Johnson, Malala) They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. (Gender Equality – Katherine Johnson, Malala) 	<p>The Roman Empire and its impact on Britain:</p> <ul style="list-style-type: none"> successful invasion by Claudius and conquest, including Hadrian's Wall <p>A local history study:</p> <ul style="list-style-type: none"> a depth study linked to one of the British areas of study listed above (Roman Chester)
	<ul style="list-style-type: none"> 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. They should understand how our knowledge of the past is constructed from a range of sources. 		
Year 6	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066:</p> <ul style="list-style-type: none"> a significant turning point in British history, for example the Battle of Britain (World War II) 	<ul style="list-style-type: none"> They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. (Gender Equality – Hedy Lamarr, Ada Lovelace) They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. (Gender Equality – Hedy Lamarr, Ada Lovelace) 	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor:</p> <ul style="list-style-type: none"> Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England <p>A local history study:</p> <ul style="list-style-type: none"> a depth study linked to one of the British areas of study listed above (Viking Wirral)
	<ul style="list-style-type: none"> 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. They should understand how our knowledge of the past is constructed from a range of sources. 		