

History Coverage

	Topic 1	Topic 2		Topic 3
EYFS History	<p>Topic Space</p> <p>Question What is out there?</p>	<p>Topic Vehicles</p> <p>Question Why does it go?</p>	<p>Topic Dinosaurs</p> <p>Question Where are they now?</p>	<p>Topic Toys</p> <p>Question How have toys changed?</p>
KS1 Cycle 1 History	<p>Topic Significant Events The Great Fire of London</p> <p>Question Why is the Great Fire of London significant?</p> <p>National Curriculum Coverage</p> <ul style="list-style-type: none"> - 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] <p>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]</p>	<p>Topic Comparing & contrasting modern day with the Victorian Era</p> <p>Homes</p> <p>Question How does the way we live compare to the Victorian era?</p> <p>National Curriculum Coverage</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 - Significant historical events, people and places in their own locality - 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] 		<p>Topic Around the world Great Explorers</p> <p>Question What does it take to become a 'Great Explorer'?</p> <p>National Curriculum Coverage</p> <ul style="list-style-type: none"> - 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] <p>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]</p>

KS1 Cycle 2 History	Topic Transport	Topic Childhood	Topic Grace Darling
	Question How has transport changed over time?	Question How do our favourite toys and games compare to those of children in the past?	Question Why did Grace Darling become famous?
	National Curriculum Coverage <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 Edith Cavell] - Significant historical events, people and places in their own locality 	National Curriculum Coverage <ul style="list-style-type: none"> - Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Significant historical events, people and places in their own locality	National Curriculum Coverage <ul style="list-style-type: none"> - 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

Year 3 History	Ancient Worlds Ancient Greece Proposed Question How important was the Ancient Greek civilisation to our lives today? National Curriculum Coverage Ancient Greece – a study of Greek life and achievements and their influence on the western world	Invaders and Settlers Romans Proposed Question How did the arrival of the Romans change Britain? National Curriculum Coverage The Roman Empire and its impact on Britain	British History post 1066 WW2 Proposed Question What was the turning point of World War Two? Why was winning the Battle of Britain in 1940 so important? National Curriculum Coverage A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066
Year 4 History	Ancient Worlds Ancient Egyptians Proposed Question What was it like to live in Ancient Egypt? National Curriculum Coverage 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	Invaders and Settlers The Anglo-Saxons Proposed Question Who were the Anglo Saxons and how do we know what was important to them? National Curriculum Coverage Britain’s settlement by Anglo-Saxons and Scots	British History post 1066 Richard iii & The Tudors Proposed Question National Curriculum Coverage A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066
Year 5 History	Invaders and Settlers Part 1 Stone Age – Iron Age Proposed Question How did the lives of ancient Britons change during the Stone Age? National Curriculum Coverage Changes in Britain from the Stone Age to the Iron Age	Invaders and Settlers Part 2 The Vikings Proposed Question What did the Vikings want in Britain and how did Alfred help to stop them getting it? National Curriculum Coverage The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Local History Study The Suffragettes Proposed Question How significant was the Suffragette movement in Leicester? National Curriculum Coverage A local history study A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066
Year 6 History	Ancient Worlds Maya & Aztec Proposed Question	British History post 1066 Crime and Punishment Proposed Question	Local History Study Local Study and Queen Victoria Proposed Question

	<p>What were the achievements of the Aztecs and Mayans?</p> <p>National Curriculum Coverage</p> <p>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.</p>	<p>Why do we have the crime and punishment systems we have today?</p> <p>National Curriculum Coverage</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 / changes in an aspect of social history</p>	<p>What is the impact of Queen Victoria's reign on us today?</p> <p>National Curriculum Coverage</p> <p>A local history study / a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</p>
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