

St John's Curriculum History Coverage

	Y1	Y2
History	<p>Old and New Toys</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. • 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 understand some of the ways in which we find out about the past and identify different ways in which it is represented. <p>Castles linked to local area - Stafford Castle</p> <ul style="list-style-type: none"> • Significant historical events 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. 	<p>The Great Fire of London</p> <ul style="list-style-type: none"> • Events beyond living memory that are significant nationally or globally for example, the Great Fire of London. • Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where 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. <p>Florence Nightingale</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. • 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 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

	<p>Wedgwood and Clarice Cliff</p> <ul style="list-style-type: none"> • Significant historical people and places in their own locality. • The lives of significant individuals in the past who have contributed to national and international achievements. • 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. 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. 	<p>the past and identify different ways in which it is represented.</p> <p>Mary Seacole</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. • 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 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.
--	--	---

	Y3	Y4
History	<p>Stone Age</p> <ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age. • Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae. • Bronze Age religion, technology and travel, for example, Stonehenge. 	<p>Anglo Saxons and Scots</p> <ul style="list-style-type: none"> • Britain's settlement by Anglo-Saxons and Scots. • Roman withdrawal from Britain in c. AD 410 and the fall of the Western Roman Empire. • Scots invasions from Ireland to north Britain (now Scotland)

	<ul style="list-style-type: none"> • Iron Age hill forts: tribal kingdoms, farming, art and culture. • <p>Romans in Great Britain</p> <ul style="list-style-type: none"> • The Roman Empire and its impact on Britain. • Julius Caesar's attempted invasion in 55-54 BC • The Roman Empire by AD 42 and the power of its army • Successful invasion by Claudius and conquest, including Hadrian's Wall • British resistance, for example, Boudica • 'Romanisation' of Britain • Culture and beliefs, including early Christianity 	<ul style="list-style-type: none"> • Anglo-Saxon invasions, settlements and kingdoms: place names and village life. • Anglo-Saxon art and culture. • Christian conversion - Canterbury, Iona and Lindisfarne. <p>Vikings to Edward the Confessor 1066</p> <ul style="list-style-type: none"> • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. • Viking raids and invasion. • Resistance by Alfred the Great and Athelstan, first king of England. • Further Viking invasions and Danegeld. • Anglo-Saxon laws and justice. • Edward the Confessor and his death in 1066. <p>Ancient Egypt</p> <ul style="list-style-type: none"> • 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.
--	---	--

	Y5	Y6
History	<p>Ancient Greece</p> <ul style="list-style-type: none"> • A study of Greek life and achievements and their influence on the western world. <p>Tudors linked to local area - High House</p> <ul style="list-style-type: none"> • a local history study • A depth study linked to one of the British areas of study listed above • A study over time tracing how several aspects of national history are reflected in 	<p>Mayan Civilisation</p> <ul style="list-style-type: none"> • A non-European society that provides contrasts with British history. <p>World War II</p> <ul style="list-style-type: none"> • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. • a significant turning point in British history, for example, the first railways or the Battle of Britain.

	<ul style="list-style-type: none">• The locality (this can go beyond 1066)• A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.	
--	--	--