

Key stage 1 coverage overview: HISTORY



Topics chosen must cover the following areas: Changes within living memory including some that reveal changes in national life; significant events beyond living memory; Nationally/internationally significant people including comparison of significant people to compare life at different times; significant events, people or places from the school's locality.

Year Group	Year 1 Term 1	Year 1 Term 2	Year 1 Term 3	Year 2 Term 1	Year 2 Term 2	Year 2 Term 3
Topic Matters, skills, processes	Toys – change within living memory	Queens: Lives & times Elizabeth I, Victoria and Elizabeth II Significant people to compare life at different times	Mary Anning Significant individual nationally/ internationally	Great Fire of London significant national event beyond living memory	Sinking of the Titanic local/ national/ international event	Florence Nightingale & Mary Seacole Significance nationally/ internationally
Chronology sequencing events/ objects in time; using chronological vocabulary	Sort real old toys/ pictures into chronological order. ✓	Locate each queen's reign/ life on timeline. ✓ ✓	Locate her lifetime on class/ school timeline. Create a pictorial timeline of her life ✓ ✓	Place event on timeline. Retell story orally/by picture timeline	Place event on timeline. Retell story orally/ by pictorial timeline ✓ ✓ ✓	Locate their lives on timeline. ✓ ✓ ✓
Characteristic features of period/ person/ events studied	Toys enquiry pack explores how period is characterized by change from outdoor play to indoor/electronic toys. ✓		Mary Anning enquiry pk explores how attitudes to gender/ class at the time, restricted recognition of her achievements. ✓ ✓ ✓	Great Fire box/ enquiry pk to explore the role building materials/ firefighting methods played in the amount of damage ✓ ✓	International travel meant sailing across oceans, not flying ✓	Florence Nightingale and Mary Seacole enquiry shows gender /class attitudes at the time limited the roles women were expected/ allowed to undertake ✓
Change/ continuity Similarities & differences between ways of life at different times	Appreciates some toys have remained largely unchanged over long periods e.g. Ludo, yoyos.	Queens: Lives & times enquiry pk and loan box to examine how communication has changed (how information was shared + transport) ✓ ✓ ✓				
Cause/ consequence- why people did things/ causes and results of events and changes	Consequence of change to mainly sedentary indoor play detrimental to children's health ✓		Mary Anning enquiry pk to explore Mary's motivation, and the consequences of her discoveries- helped change understanding of how life evolved. ✓ ✓	Great Fire of London enquiry to explore causes of the fire and its spread and the changes made when London was rebuilt ✓ ✓ ✓	Titanic Enquiry pk to explore Why titanic sank and changes to safety regulations as a result of enquiry findings afterwards ✓ ✓ ✓	Florence Nightingale and Mary Seacole enquiry to compare their lives, motivation and achievements ✓ ✓
Significance		Create a museum display about the three Queens, but can only choose five items to display for each Queen ✓ ✓	Create a museum display about Mary's work, and how she is recognized today and in the past. ✓ ✓ ✓		Examine the continued and widespread interest in this story, why is it still remembered?	Florence Nightingale and Mary Seacole enquiry examines if either woman is more significant than the other ✓ ✓ ✓
Interpretation –explore ways we find out about the past and how it is represented			Explore representations/ interpretations: books/ video/ websites/ Lyme Regis museum, Jurassic coast info boards etc. ✓	Books describe the event differently/ give different numbers for those killed. Representations: books/ TV progs/ monument ✓ ✓	Explore a range of Titanic memorabilia; visit SeaCity Museum in Southampton ✓	Look at commemorations of their lives and when they are from to see how interest in each has changed over time.

Historical enquiry – asking /answering questions; using sources to find answers and show understanding	Interviewing adults about their childhood toys use pictures from Toys enquiry/ loan box 	Queens box and enquiry pack, plus books, websites, royal memorabilia (Victoria and EII)	Mary Anning box and enquiry pk, for artefacts, and other sources plus books postcards, etc 	Great Fire of London Enquiry pk the strengths/ limitations of written accounts and images are highlighted by comparing the information each imparts 	Select sources to tell particular parts of the story. Investigate images/ written accounts, etc 	
NB you will not necessarily have entries in every box for every topic. Not all skills will be covered in all topics. However, each skill/process should be visited at least twice in a key stage and approached at a higher level in the later visit. KEY: ✓ light use of skill, ✓✓ overt practice of skill ✓✓✓ strong emphasis on skill						

Key stage 2 coverage overview: HISTORY



Year Group	Year 3		Year 4		Year 5		Year 6	
Unit/Period Matters, skills and processes	Stone Age to Iron Age Britain	The Roman Empire and its impact on Britain	Saxon & Scots settlement	Viking and Anglo-Saxon conflict	Ancient Greece	Earliest civilizations Overview of ALL + 1 depth study - Sumeria, Indus Valley, Egypt, Shang dynasty China	British study that extends beyond 1066 – aspect/ theme/ turning point	Non-Euro contrast with Britain from: Early Islamic Civilization
Chronology including duration/ interval/ overlap	Timeline comparison of durations etc.	Examine expansion of empire via timeline and World map.	<i>Anglo-Saxons the ruin of Britain pk</i> - Timeline/ map work to see when/ where from/why they left their homelands.	Explore where/when Vikings came from/ travelled to on world map & timeline.	Explore duration and timing via timeline and locations via World map	Compare durations/ explore overlaps via timeline. Compare locations via World map.	Explore/add relevant event dates on timeline.	Compare to Britain c900 via timelines and locate on World map.
Characteristic features of the period/ society studied	Tools, technology burials, shelters & settlements, art. Stone, Bronze & Iron Age box & CD ✓✓✓	Roman Soldier Box The Romanisation of Britain ✓✓	Anglo-Saxon Life & Death Box change from paganism to Christianity/ Saxon Culture ✓✓✓	Viking Life Box ✓✓		Earliest Civilizations Overview Enquiry pk Compare civilizations – what is similar, what is different? ✓✓✓		Early Islamic Civilization pk ✓✓✓
Change & continuity	Between periods e.g. tools, burials, technology, shelters & settlements ✓✓✓	<i>Roman Impact pk</i> Roman Life/Soldier boxes Romanisation ✓✓✓	Changing Saxon kingdoms. Christian conversion from Paganism.	Watery places compare to SB&I ages			<i>Thematic: changing power of monarchy pk</i> shift of power monarch/ parliament ✓✓	
Cause & Consequence inc short term/ long term		<i>Roman Impact pk</i> Why the Romans came to Britain, plus impact – short term long term	<i>Anglo-Saxons the ruin of Britain pk</i> Why came to Britain. Why/how converted to Christianity ✓✓✓	<i>Vikings: Raiders or Traders pk</i> Why Vikings came to Britain, conflict with Saxons ✓✓			<i>Thematic: changing power of monarchy pk</i> shift of power monarch/ parliament ✓✓	Quest for beneficial knowledge driven by Islamic beliefs ✓✓✓
Significance inc short term/ long term		<i>Roman Impact pk</i> – what is the most widespread and enduring aspect of their legacy? ✓✓✓	<i>Anglo-Saxons the ruin of Britain pk</i> the Saxon legacy - language, learning, Christian centres etc. ✓	<i>Alfred the Great pk</i> Survival/dominance of Wessex and later Wessex kings ✓✓	Ancient Greek box <i>Greek Legacy pk</i> ✓✓✓	<i>Overview Enquiry pk</i> Compare/ contrast achievements of each civilization. ✓✓✓		Islamic civilization preserved classical learning. ✓✓
Interpretation of the past inc how and why contrasting views arise	Scarcity of evidence means gaps have to be filled by reasoned interpretation ✓✓✓		<i>Alfred the Great pk</i> does Alfred deserve his title? Was he great or just lucky? ✓	<i>Vikings: Raiders Traders pk</i> - just murderous thugs or some positives? ✓✓✓				<i>Mayan enquiry pk</i> Misinterpretation of Maya in past e.g. belief that buildings influenced by Egyptians. ✓✓

Historical Enquiry Inc source comparison and analysis		Roman Soldier box Roman excavation box - Deducing information from objects ✓✓✓	Anglo-Saxon Life & Death Box to explore Christian conversion/ Saxon culture ✓✓		Ancient Greek box – features modern items that illustrate some Greek ideas are current today. ✓✓	Egyptian achievements box to examine e.g astronomy, maths, medicine. ✓✓	<i>Thematic: changing power of monarchy pk</i> shift of power monarch/ parliament ✓✓✓	<i>Mayan enquiry pk</i>
Connections local/national/ international, cultural, economic, military, political religious and social history	Refer back to period from later world studies that were Bronze Age cultures.	Examine local impact e.g. Portchester/ Winchester/ Silchester etc. ✓✓	Saxon legacy - language, cultural identity and important Christian centres ✓✓	Evidence of Viking trading & settlement across the known world. Normans	Many modern ideas and institutions stem from Ancient Greece Contrast with Britain	All are Bronze Age cultures – compare to Britain in Bronze age. ✓✓	<i>Thematic: changing power of monarchy pk</i> why we are a constitutional monarchy ✓✓✓	Impact of Islamic civ's preservation and extension of classical learning.
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