

**Wheldrake with Thorganby CE Primary School National Curriculum**  
**Coverage in History**  
**Year A**



**Working together to be the best we can be**

	<b><u>Year 1</u></b>	<b><u>Year 2</u></b>	<b><u>Year 3 Year 4</u></b>		<b><u>Year 5</u></b> <b><u>Year 6</u></b>	
			<p>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 understand how our knowledge of the past is constructed from a range of sources.                      A local history study. <i>(All KS2 year groups to link periods studied to local area where appropriate).</i></p>		<p>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 understand how our knowledge of the past is constructed from a range of sources.                      A local history study. <i>(All KS2 year groups to link periods studied to local area where appropriate).</i></p>	
	<b><u>Y1</u></b>	<b><u>Y2</u></b>	<b><u>Y3</u></b>	<b><u>Y4</u></b>	<b><u>Y5</u></b>	<b><u>Y6</u></b>
<b><u>Autumn 1</u></b>						
<b><u>Autumn 2</u></b>						
<b><u>Spring 1</u></b>	<b><u>Y1- Antarctica</u></b> events beyond living memory that are	<b><u>Y2- Antarctica</u></b> events beyond living memory that are	<b><u>Y3- Hunter, Gatherer, Farmers</u></b>	<b><u>Y4-Hunter, Gatherer, Farmers</u></b>	<b><u>Y5 - Invasion (WWII)</u></b>	<b><u>Y6- Invasion (WWII)</u></b>

	significant nationally or globally - <b>Polar Expeditions</b> significant historical events, <b>people</b> and places in their own locality - <b>Frank Wild, explorer</b>	significant nationally or globally - <b>Polar Expeditions</b> significant historical events, <b>people</b> and places in their own locality - <b>Frank Wild, explorer</b>	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 Iron Age hill forts: tribal kingdoms, farming, art and culture	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 Iron Age hill forts: tribal kingdoms, farming, art and culture	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 a significant turning point in British history	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 a significant turning point in British history
<b><u>Spring 2</u></b>	<b><u>Y1- Wheldrake</u></b> Events beyond living memory that are significant nationally or globally - <b>Polar Expeditions</b> significant historical events, <b>people</b> and places in their own locality - <b>Frank Wild, explorer</b>	<b><u>Y2- Wheldrake</u></b> Events beyond living memory that are significant nationally or globally - <b>Polar Expeditions</b> significant historical events, <b>people</b> and places in their own locality - <b>Frank Wild, explorer</b>	<b><u>Y3-</u></b>	<b><u>Y4-</u></b>	<b><u>Y5-Invasion (WWII) continued</u></b>	<b><u>Y6-Invasion (WWII) continued</u></b>
<b><u>Summer 1</u></b>	<b><u>Y1-</u></b>	<b><u>Y2-</u></b>	<b><u>Y3-What did the Romans ever do for us?</u></b> The Roman Empire and its impact on Britain. Julius Caesar's attempted invasion in 55-54 BC	<b><u>Y4-What did the Romans ever do for us?</u></b> The Roman Empire and its impact on Britain. Julius Caesar's attempted invasion in 55-54 BC	<b><u>Y5-Ancient Maya</u></b> 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.	<b><u>Y5-Ancient Maya</u></b> 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.

			<p>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          The legacy of Roman culture on later periods in British history.</p>	<p>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          The legacy of Roman culture on later periods in British history.</p>	<p>AD 900; Benin (West Africa) c. AD 900-1300.r.</p>	<p>AD 900; Benin (West Africa) c. AD 900-1300.r.</p>
<p><b><u>Summer 2</u></b></p>	<p><b><u>Y1- Chocolate</u></b>          -changes within living memory - focus on transport          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          - significant historical events, people and places in their own locality- <b>J Rowntree, Mr Terry</b></p>	<p><b><u>Y2- Chocolate</u></b>          -changes within living memory - focus on transport          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          - significant historical events, people and places in their own locality- <b>J Rowntree, Mr Terry</b></p>	<p><b><u>Y3- What did the Romans ever do for us? Continued</u></b></p>	<p><b><u>Y4- What did the Romans ever do for us? Continued</u></b></p>	<p><b><u>Y5 - Ancient Maya continued</u></b></p>	<p><b><u>Y6 - Ancient Maya continued</u></b></p>