<u>Wheldrake with Thorganby CE Primary School National Curriculum</u> <u>Coverage in History</u> <u>Year B</u>

Working together to be the best we can be



	Year 1	Year 2	Year 3 Year 4		<u>Year 5 Year 6</u>		
			Pupils should continue to develop a		Pupils should continue to develop a		
			chronologically sec	cure knowledge	chronologically secure knowledge and		
			and understanding	· ·	understanding of British, local and		
			and world history,	•	world history, estal	•	
			narratives within a		narratives within a		
			periods they study	•	periods they study.	•	
			connections, contr		connections, contr		
			over time and deve	•	over time and develop the		
			appropriate use of historical terms.		appropriate use of historical terms.		
			They should understand how our		They should understand how our knowledge of the past is constructed		
			knowledge of the past is constructed				
			from a range of sources.		from a range of sou		
			A local history study. (All KS2 year		A local history study. (All KS2 year		
l			groups to link periods studied to local		groups to link periods studied to local area where appropriate).		
At	<u> Y1-Pirates</u>	<u>Y2-Pirates</u>	area where appropriate).Y3-Anglo SaxonsY4- Anglo Saxons		Y5-Brazil	Y6-Brazil	
<u>Autumn 1</u>		<u>/</u>	and	and Vikings-Britain		<u>10-Diazii</u>	
			Vikings-Britain	until 1066			
			<u>until 1066</u>				
			Britain's	<u>Britain's</u>			
			settlement by	settlement by			

Anglo-Saxons	Anglo-Saxons and
and Scots	Scots
This could	This could
include:	include:
Roman	Roman
withdrawal from	withdrawal from
Britain in c. AD	Britain in c. AD
410 and the fall	410 and the fall
of the western	of the western
Roman Empire	Roman Empire
Scots invasions	Scots invasions
from Ireland to	from Ireland to
north Britain	north Britain
(now Scotland)	(now Scotland)
Anglo-Saxon	Anglo-Saxon
invasions,	invasions,
settlements and	settlements and
kingdoms: place	kingdoms: place
names and	names and
village life	village life
Anglo-Saxon art	Anglo-Saxon art
and culture	and culture
Christian	Christian
conversion –	conversion –
Canterbury, Iona	Canterbury, Iona
and Lindisfarne	and Lindisfarne
The Viking and	The Viking and
<u>Anglo-Saxon</u>	Anglo-Saxon
<u>struggle for the</u>	struggle for the
<u>Kingdom of</u>	Kingdom of
England to the	England to the

			time of Edward the Confessor This could include: Viking raids and invasion resistance by	time of Edward the Confessor This could include: 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	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		
<u>Autumn 2</u>	Y1-Space & Beyond 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] changes within living memory. Where appropriate, these should be used	Y2-Space & Beyond 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]	<u>Y3-Anglo Saxons &</u> <u>Vikings continued</u>	Y4-Anglo Saxons & Vikings continued	Y5-Tudors A local history study a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) a study of an aspect of history or a site dating from a period beyond	Y6-Tudors A local history study a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) a study of an aspect of history or a site dating from a period beyond

	to reveal aspects of	changes within			1066 that is	1066 that is
	change in national life	living memory.			significant in the	significant in the
	•	Where			locality.	locality.
	events beyond living	appropriate, these			,	,
	memory that are	should be used to				
	significant nationally	reveal aspects of				
	or globally	change in national				
		life				
	the lives of significant					
	individuals in the past	events beyond				
	who have contributed	living memory that				
	to national and	are significant				
	international	nationally or				
	achievements. Some	globally				
	should be used to					
	compare aspects of life	the lives of				
	in different periods	significant				
	[for example, Neil	individuals in the				
	Armstrong)	past who have				
		contributed to				
		national and				
		international achievements.				
		Some should be				
		used to compare				
		aspects of life in				
		different periods				
		[for example, Neil				
		Armstrong)				
Spring 1	Y1-GF of L	Y2-GF of L	Y3- Mountains,	Y4- Mountains,	Y5-Journeys	Y6-Journeys
	events beyond living	events beyond	Rivers and Coasts	Rivers and Coasts		
	memory that are	living memory that				
	significant nationally	are significant				
	or globally [for	nationally or				
		globally [for				

Spring 2	example, the Great Fire of London, 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	example, the Great Fire of London, 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	<u>Y3-Mountains,</u>	<u>Y4-Mountains,</u>	<u>Y5-Natural</u>	<u>Y6-Natural</u>
<u> 9pm 8 2</u>	Woods	Woods	Rivers and Coasts	Rivers and Coasts	<u>Disasters</u>	<u>Disaster</u>
<u>Summer 1</u>	<u>Y1-Plants</u>	<u>Y2-Plants</u>	Y3- Ancient Egypt The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt	Y4-Ancient Egypt The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt	Y5-Ancient Greece and Olympics A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Ancient Greece – a study of Greek life and achievements and their influence	Y6- Ancient Greece and Olympics A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Ancient Greece – a study of Greek life and achievements and their influence

					on the western world.	on the western world.
<u>Summer 2</u>	<u>Y1- Napal</u>	<u>Y2- Napal</u>	Y3- Ancient Egypt The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt	Y4- Ancient Egypt The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt	<u>As above</u>	<u>As above</u>