## <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<br>the Confessor<br>This could<br>include:<br>Viking raids and<br>invasion<br>resistance by   | time of Edward<br>the Confessor<br>This could<br>include:<br>Viking raids and<br>invasion<br>resistance by   |  |  |
|-----------------|--|--|--|--|--|--|
|                 |  |  | Alfred the Great<br>and Athelstan,<br>first king of<br>England<br>further Viking<br>invasions and<br>Danegeld<br>Anglo-Saxon laws<br>and justice<br>Edward the<br>Confessor and<br>his death in 1066 | Alfred the Great<br>and Athelstan,<br>first king of<br>England<br>further Viking<br>invasions and<br>Danegeld<br>Anglo-Saxon laws<br>and justice<br>Edward the<br>Confessor and his<br>death in 1066 |  |  |
| <u>Autumn 2</u> | Y1-Space & Beyond<br>events beyond living<br>memory that are<br>significant nationally<br>or globally [for<br>example, the Great<br>Fire of London, the<br>first aeroplane flight or<br>events commemorated<br>through festivals or<br>anniversaries] changes<br>within living memory.<br>Where appropriate,<br>these should be used | Y2-Space &<br>Beyond<br>events beyond<br>living memory that<br>are significant<br>nationally or<br>globally [for<br>example, the Great<br>Fire of London, the<br>first aeroplane<br>flight or events<br>commemorated<br>through festivals<br>or anniversaries] | <u>Y3-Anglo Saxons &amp;</u><br><u>Vikings continued</u>   | Y4-Anglo Saxons &<br>Vikings continued   | Y5-Tudors<br>A local history<br>study<br>a study over time<br>tracing how several<br>aspects of national<br>history are<br>reflected in the<br>locality (this can go<br>beyond 1066) a<br>study of an aspect<br>of history or a site<br>dating from a<br>period beyond | Y6-Tudors<br>A local history<br>study<br>a study over time<br>tracing how several<br>aspects of national<br>history are<br>reflected in the<br>locality (this can go<br>beyond 1066) a<br>study of an aspect<br>of history or a site<br>dating from a<br>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               | <b>Rivers and Coasts</b> | <b>Rivers and Coasts</b> |                    |                    |
|          | memory that are          | living memory that          |                          |                          |                    |                    |
|          | significant nationally   | are significant             |                          |                          |                    |                    |
|          | or globally [for         | nationally or               |                          |                          |                    |                    |
|          |                          | globally [for               |                          |                          |                    |                    |

| Spring 2        | example, the Great<br>Fire of London,<br>the lives of significant<br>individuals in the past<br>who have contributed<br>to national and<br>international<br>achievements. Some<br>should be used to<br>compare aspects of life<br>in different periods | example, the Great<br>Fire of London,<br>the lives of<br>significant<br>individuals in the<br>past who have<br>contributed to<br>national and<br>international<br>achievements.<br>Some should be<br>used to compare<br>aspects of life in<br>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<br>The<br>achievements of<br>the earliest<br>civilizations – an<br>overview of<br>where and when<br>the first<br>civilizations<br>appeared and a<br>depth study of<br>Ancient Egypt | Y4-Ancient Egypt<br>The<br>achievements of<br>the earliest<br>civilizations – an<br>overview of<br>where and when<br>the first<br>civilizations<br>appeared and a<br>depth study of<br>Ancient Egypt | Y5-Ancient<br>Greece and<br>Olympics<br>A study of an<br>aspect or theme in<br>British history that<br>extends pupils'<br>chronological<br>knowledge beyond<br>1066.<br>Ancient Greece – a<br>study of Greek life<br>and achievements<br>and their influence | Y6- Ancient<br>Greece and<br>Olympics<br>A study of an<br>aspect or theme in<br>British history that<br>extends pupils'<br>chronological<br>knowledge beyond<br>1066.<br>Ancient Greece – a<br>study of Greek life<br>and achievements<br>and their influence |

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