






History - National Curriculum Coverage Document

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>Pupils should be taught about:</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; • 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]; • 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 [for example Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]; • significant historical events, people and places in their own locality. 	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age; • the Roman Empire and its impact on Britain; • Britain's settlement by Anglo-Saxons and Scots; • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor; • a local history study; • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066; • 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; • Ancient Greece – a study of Greek life and achievements and their influence on the western world; • 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. AD 900; Benin (West Africa) c. AD 900-1300.

KS1

	 Kings and Queens	 Travel and Transport	 The Great Fire of London
changes within living memory - where appropriate, these should be used to reveal aspects of change in national life;			
	① 2 ③ 4 5 6	① 2 ③ ④ ⑤ ⑥	① ② 3 4 5 6
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);			
	1 2 3 4 5 6	1 2 3 4 5 6	1 2 ③ ④ ⑤ ⑥
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 (for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell).			
	① ② ③ ④ ⑤ ⑥	1 ② 3 ④ ⑤ 6	1 2 3 4 5 6

KS1

	 Significant Explorers	 Nurturing Nurses	
changes within living memory - where appropriate, these should be used to reveal aspects of change in national life;			
	1 2 3 4 5 6	1 2 3 4 5 6	
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);			
	1 2 3 4 ⑤ 6	1 2 3 4 5 6	
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 (for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell).			
	① ② ③ ④ ⑤ ⑥	① ② ③ ④ ⑤ ⑥	

LKS2



The Romans



Vikings and Anglo-Saxons



Ancient Egypt

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;

① 2 3 4 5 6

① 2 3 4 5 ⑥

① 2 3 4 5 6

note connections, contrasts and trends over time and develop the appropriate use of historical terms;

1 2 3 4 5 6

1 2 3 4 5 6

1 2 3 4 ⑤ 6

regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance;

1 2 ③ 4 5 6

1 ② 3 4 ⑤ 6

1 ② 3 4 5 6

construct informed responses that involve thoughtful selection and organisation of relevant historical information;

1 ② 3 ④ ⑤ ⑥

1 2 ③ ④ 5 6

1 2 ③ 4 5 ⑥

understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.

1 2 3 4 5 6

1 2 3 4 5 6

1 2 3 ④ 5 6

LKS2



The Railways



Crime and Punishment



Riotous Royalty

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;

① 2 3 4 5 6

① 2 ③ 4 ⑤ 6

1 ② ③ 4 5 6

note connections, contrasts and trends over time and develop the appropriate use of historical terms;

1 2 ③ 4 5 ⑥

1 2 3 4 5 ⑥

1 2 3 ④ 5 6

regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance;

1 ② 3 4 5 6

1 ② 3 4 5 6

① 2 3 4 5 ⑥

construct informed responses that involve thoughtful selection and organisation of relevant historical information;

1 2 3 4 ⑤ 6

1 2 3 4 5 6

1 2 3 4 ⑤ 6

understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.

1 2 3 ④ 5 6

1 2 3 ④ 5 6

1 2 3 4 5 6

UKS2



Ancient Greece



The Indus Valley Civilisation



Ancient Egypt



Stone Age to the Iron Age

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;

① 2 3 4 5 6 | | ① 2 3 4 5 6 | | ① 2 3 4 5 6 | 1 2 ③ 4 5 6

note connections, contrasts and trends over time and develop the appropriate use of historical terms;

① ② ③ ④ 5 6 | | ① 2 ③ 4 5 6 | | 1 2 3 4 ⑤ 6 | 1 2 3 4 ⑤ 6

regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance;

1 ② 3 ④ ⑤ 6 | | 1 2 3 4 5 6 | | 1 ② 3 4 5 6 | 1 ② 3 4 5 6

construct informed responses that involve thoughtful selection and organisation of relevant historical information;

1 ② 3 4 5 6 | | 1 2 3 4 ⑤ ⑥ | | 1 2 ③ 4 5 ⑥ | ① 2 3 4 5 6

understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.

1 2 ③ 4 5 ⑥ | | 1 ② 3 ④ 5 6 | | 1 2 3 ④ 5 6 | 1 2 3 ④ 5 ⑥

UKS2



Leisure and Entertainment



World War II

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;

| 1 ② 3 4 5 6 | | | ① 2 3 4 5 ⑥

note connections, contrasts and trends over time and develop the appropriate use of historical terms;

| 1 2 ③ 4 5 6 | | | 1 2 3 4 5 6

regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance;

| ① 2 3 ④ 5 6 | | | 1 2 ③ 4 5 6

construct informed responses that involve thoughtful selection and organisation of relevant historical information;

| 1 2 3 4 5 ⑥ | | | 1 ② 3 ④ ⑤ 6

understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.

| 1 2 3 4 ⑤ 6 | | | 1 2 3 4 5 6