



**ST. ALDHELM'S VA CHURCH PRIMARY SCHOOL**  
*Learning together for Life in all its Fullness - John 10:10*



**History Coverage Map 2019-2020**

| EYFS  |        |        |
|---|--------|--------|
| Autumn  | Spring | Summer |
| <p>People and communities</p> <p>ELG- children talk about past and present events in their own lives and in the lives of family members.</p> <p>They know that other children don't always enjoy the same things and are sensitive to this.</p> <p>They know about similarities and differences between themselves and others and among families, communities and traditions.</p> <p>Exceeding-</p> <p>Children know the difference between past and present events in their own lives and in the lives of family members and some reasons why people's lives were different in the past.</p> <p>They know that other children have different likes and dislikes and that they may be good at different things.</p> <p>They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.</p> <p>.</p> |        |        |

| Year 1   |  |   |  |  |  |
|----------|--|---|--|--|--|
| Autumn 1 | Autumn 2   | Spring 1  | Spring 2   | Summer 1                                     | Summer 2                                     |
|          | <p><b>Great fire of London</b></p> <ul style="list-style-type: none"> <li>• Events beyond living memory that are significant nationally or globally</li> <li>• Lives of significant individuals- Samuel Pepys</li> </ul> | <p><b>Mary Anning</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Significant historical events, people and places in their own locality</li> </ul> |  |  |  |
|          | Enquiry- Where does the Great Fire of London start?  | Enquiry- Who was Mary Anning and why do we remember her?  | Enquiry- Who was Mary Anning and why do we remember her? | Enquiry- What's special about where we live? | Enquiry- What's special about where we live? |

Year 2

| Autumn 1 | Autumn 2 | Spring 1   | Spring 2 | Summer 1  | Summer 2 |
|----------|----------|--|----------|---|----------|
|          |          | <ul style="list-style-type: none"> <li>• Asking and responding to questions.</li> <li>• Changes within living memory.</li> <li>• Links to people and places in their locality</li> <li>• Chronology – not necessarily a necessary key skill</li> </ul> |          | <ul style="list-style-type: none"> <li>• International significant individual.</li> </ul> |          |
|          |          | <p>for ks1</p> <p>Enquiry question- what toys and games did you play with when you were 7 years old?</p>   |          | <p>Enquiry - who was the most important - William Caxton or Tim Berners-Lee?</p>          |          |

**Year 3**

| <b>Autumn 1</b>   | <b>Autumn 2</b>   | <b>Spring 1</b>   | <b>Spring 2</b> | <b>Summer 1</b>  | <b>Summer 2</b>   |
|---|---|---|-----------------|--|---|
| <p><b>Chronology development of local area over a period of time.</b></p> <ul style="list-style-type: none"> <li>Develop chronologically secure knowledge and understanding.</li> <li>A local history study- a study over time tracing how aspects of national history are reflected in the locality.</li> <li>A study of an aspect of history (or site) dating from a period beyond 1066 that is significant in the locality.</li> </ul> <p><b>Quarry/Well</b></p> | <p><b>What was Douling like in different points in time?</b></p> <ul style="list-style-type: none"> <li>Comparative enquiry work.</li> <li>Develop chronologically secure knowledge and understanding.</li> <li>A local history study- a study over time tracing how aspects of national history are reflected in the locality.</li> <li>A study of an aspect of history (or site) dating from a period beyond 1066 that is significant in the locality.</li> </ul> <p><b>Quarry/Well</b></p> | <p><b>Ancient Egyptians</b></p> <ul style="list-style-type: none"> <li>Achievements of the earliest civilizations, where and when the civilization appeared for the Ancient Egyptians.</li> </ul> |                 | <p><b>Changes to Britain from the Stone Age to the Iron Age</b></p> <ul style="list-style-type: none"> <li>Including links to late Neolithic hunter-gatherers and early farmers.</li> <li>Bronze Age religion, technology and travel, for example, Stonehenge</li> <li>Iron Age hill forts: tribal kingdoms, farming, art and culture</li> </ul> |   |
| <p><b>Geography heavy focus</b></p> <p>Enquiry- What makes a community?<br/>           Maths- ordering and comparing numbers (timelines of events)</p>  |   | <p><b>History heavy focus</b></p> <p>Enquiry: How did achievements of early civilisations (Ancient Egypt) impact on the people and the world?</p>   |                 | <p><b>Science heavy focus</b></p> <p>Enquiry: What is under our feet and how does it support life?</p>   | <p><b>Science heavy focus</b></p> <p>Enquiry: How did early Britain change?</p> |

**Year 4**

| <b>Autumn 1</b> | <b>Autumn 2</b>   | <b>Spring 1</b> | <b>Spring 2</b>                             | <b>Summer 1</b>   | <b>Summer 2</b>                     |
|-----------------|---|-----------------|---|---|-------------------------------------|
|                 | <ul style="list-style-type: none"> <li>• <b>The Roman Empire and it's impact on Britain</b></li> <li>• Caesars invasion</li> <li>• Claudius and his invasion</li> <li>• Roman empire by 42AD</li> <li>• British resilience (Boudicca)</li> <li>• Romanisation of Britain</li> <li>• Legacy of Roman culture and art</li> <br/> <li>• Devise and answer questions</li> </ul> |                 |   | <ul style="list-style-type: none"> <li>• <b>Anglo-Saxon influence on Britain</b></li> <li>• Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li> <li>• Scots invasions from Ireland to north Britain (now Scotland)</li> <li>• Anglo-Saxon invasions, settlements and kingdoms: place names and village life</li> <li>• Anglo-Saxon art and culture</li> <li>• Christian conversion – Canterbury, Iona and Lindisfarne</li> </ul> |                                     |
|                 | Enquiry: what have the Romans ever done for us?   |                 | Enquiry: Why don't rivers run out of water? | Enquiry: Who were the Anglo-Saxons?   | Enquiry: How can I help the planet? |

Year 5

| Autumn 1 | Autumn 2 | Spring 1  | Spring 2 | Summer 1 | Summer 2   |
|----------|----------|---|----------|----------|--|
|          |          | <ul style="list-style-type: none"> <li>• <b>The influence of Ancient Greece</b></li> <li>• Greek life</li> <li>• Greek achievements</li> <li>• Greek influence on the Western World.</li> </ul> |          |          | <ul style="list-style-type: none"> <li>• <b>The Viking and Anglo-Saxon struggle</b></li> <li>• Viking raids and invasion – resistance by Alfred the Great and Athelstan, first king of England</li> <li>• Further Viking invasions and Danegeld</li> <li>• Anglo-Saxon laws and justice</li> <li>• Edward the Confessor and his death in 1066</li> </ul> |
|          |          | Enquiry- What have the ancient Greeks ever done for us?   |          |          | Enquiry- Who would you side with?  |

Year 6

| Autumn 1 | Autumn 2   | Spring 1  | Spring 2 | Summer 1 | Summer 2 |
|----------|--|---|----------|----------|----------|
|          | <p>Why did the Maya civilisation predict the world would end in 2012?</p> <ul style="list-style-type: none"> <li>A non-European society that provides contrasts with British history)</li> </ul> | <ul style="list-style-type: none"> <li>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (Transportation).</li> </ul> |          |          |          |
|          |  | <p>Enquiry- How has transport changed through the ages?</p>   |          |          |          |