



**Brookside Primary School**

**BROOKSIDE HISTORY CURRICULUM COVERAGE 2023-2025**

<b>BROOKSIDE HISTORY CURRICULUM 2023-2024</b>						
	<b>Autumn A</b>	<b>Autumn B</b>	<b>Spring A</b>	<b>Spring B</b>	<b>Summer A</b>	<b>Summer B</b>
<b>YEAR 1</b>		How am I making history? KS1: 1, 4		How have toys changed? KS1: 1		How have explorers changed the world? KS1: 1, 2, 3
<b>YEAR 2</b>	How was school different in the past? KS1: 1, 4		How did we learn to fly? KS1: 1, 2, 3		What is a monarch? KS1: 1, 2, 4	
<b>YEAR 3</b>		Would you prefer to live in the Stone Age, Iron Age or Bronze Age? KS2: 1		Why did the Romans settle in Britain? KS2: 2		What did the Egyptians believe? KS: 7
<b>YEAR 4</b>	Why did the Romans settle in Britain? KS2: 2		How hard was it to invade and settle in Britain? KS2: 3, 4		Were the Vikings raiders, traders or settlers? KS2: 4	
<b>YEAR 5</b>		How have children's lives changed?		What was life like in Tudor Britain? KS2: 6		How did the Maya Civilization compare to the Anglo-Saxons? KS2: 3, 9
<b>YEAR 6</b>	What does the census tell us about the local area? KS2: 5		What was the impact of WW2 on the people of Britain? KS2: 6		Unheard Histories: Who should go on the banknote? KS2: 9	



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	<b>Autumn A</b>	<b>Autumn B</b>	<b>Spring A</b>	<b>Spring B</b>	<b>Summer A</b>	<b>Summer B</b>
<b>YEAR 1</b>		How am I making history? KS1: 1, 4		How have toys changed? KS1: 1		How have explorers changed the world? KS1: 1, 2, 3
<b>YEAR 2</b>	How was school different in the past? KS1: 1, 4		How did we learn to fly? KS1: 1, 2, 3		What is a monarch? KS1: 1, 2, 4	
<b>YEAR 3</b>		Would you prefer to live in the Stone Age, Iron Age or Bronze Age? KS2: 1		Why did the Romans settle in Britain? KS2: 2		What did the Egyptians believe? KS: 7
<b>YEAR 4</b>	How have children's lives changed?		How hard was it to invade and settle in Britain? KS2: 3, 4		Were the Vikings raiders, traders or settlers? KS2: 4	
<b>YEAR 5</b>		What was life like in Tudor Britain? KS2: 6		What did the Greeks ever do for us? KS2: 8		How did the Maya Civilization compare to the Anglo-Saxons? KS2: 3, 9
<b>YEAR 6</b>	What does the census tell us about the local area? KS2: 5		What was the impact of WW2 on the people of Britain? KS2: 6		Unheard Histories: Who should go on the banknote? KS2: 9	



### Key Stage One **HISTORY** Objectives

Pupils should be taught about:

1. changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
2. 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]
3. 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**]
4. significant historical events, people and places in their own locality.

### Key Stage Two **HISTORY** Objectives

Pupils should be taught about:

1. changes in Britain from the Stone Age to the Iron Age
2. the Roman Empire and its impact on Britain
3. Britain's settlement by Anglo-Saxons and Scots
4. the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
5. a local history study
6. a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
7. 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 Egypt**
8. **Ancient Greece** - a study of *Greek* life and achievements and their influence on the western world
9. a non-European society that provides contrasts with British history - **Mayan civilization c. AD 900**