**Chesterton History Curriculum National Curriculum Coverage**

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| **EYFS** | **History through living memory** |
| **Year 1** | **Toys****How have toys changed over time?** | **Nurses****How do Mary Seacole and Florence Nightingale compare?**  | **Explorers****What were the achievements of Columbus and Armstrong?** |
| **Concept** | Continuity and ChangeDraw contrastsSimilarity Difference | SimilarityDifferenceSignificanceMake connectionsdraw contrasts | Difference and significanceMake connectionsWritten narratives and analysesdraw contrasts |
| **Year 2** | **Local history** | **Portraits of significant people****How can we use portraits as a historical source to tell us about lives in the past?** | **Great Fire of London****How did the fire of London change London?** |
| **Concept** | DifferenceSignificance  | Analyse trendsSimilarityDifference Significance | Frame historically-valid questionsContinuity ChangeWritten narratives and analyses |
| **Year 3** | **Stone Age****How do we know that the lives of Stone Age people changed?** | **The Shang Dynasty (Bronze Age)****What is the significance of Fu Hao?** | **The Iron Age****What was life like in Britain before the Roman invasion?** |
| **Concept** | Continuity and changeFrame historically-valid questionsCauseConsequence | Make connectionsSimilarityDifference Significance | Continuity ChangeSignificance |
| **Year 4** | **The Romans****How did the Romans impact Britain?** | **The Egyptians****What was life like in Ancient Egypt?** | **The Anglo-Saxons****How did belief change in early Britain?** |
| **Concept** | CauseConsequenceSignificanceMake connections | Frame historically-valid questionsSimilaritiesDifferenceMake connections | Make connectionsDraw contrastsFrame historically-valid questions |
| **Year 5** | **The Vikings****How did the Vikings change Britain?** | **The Mayans****How did life in Ancient Maya compare to Britain?** | **The Victorians****How did photography change every level of British society?** |
| **Concept** | ContinuityChangeCauseSignificanceFrame historically-valid questions | SimilaritiesDifferenceMake connectionsDraw contrasts | SimilaritiesDifferencesChangeCauseDraw contrasts |
| **Year 6** | **World Wars****How did the World Wars effect Cambridge?** | **Windrush Generation****How did the Windrush impact Britain?** | **Ancient Greece****How did the Greeks influence the western world?** |
| **Concept** | Written narrativesFrame Historically-valid questionsMake connectionsSignificance Cause | ChangeCauseConsequencesSignificanceWritten narrativesFrame Historically-valid Questions | SimilaritiesDifferenceSignificanceMake ConnectionsDraw contrasts |

understand historical concepts such as continuity and change, cause and

consequence, similarity, difference and significance, and use them to make

connections, draw contrasts, analyse trends, frame historically-valid questions and

create their own structured accounts, including written narratives and analyses