**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 Change  Draw contrasts  Similarity Difference | Similarity  Difference  Significance  Make connections  draw contrasts | Difference and significance  Make connections  Written narratives and analyses  draw 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** | Difference  Significance | Analyse trends  Similarity  Difference  Significance | Frame historically-valid questions  Continuity  Change  Written 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 change  Frame historically-valid questions  Cause  Consequence | Make connections  Similarity  Difference  Significance | Continuity  Change  Significance |
| **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** | Cause  Consequence  Significance  Make connections | Frame historically-valid questions  Similarities  Difference  Make connections | Make connections  Draw contrasts  Frame 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** | Continuity  Change  Cause  Significance  Frame historically-valid questions | Similarities  Difference  Make connections  Draw contrasts | Similarities  Differences  Change  Cause  Draw 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 narratives  Frame Historically-valid questions  Make connections  Significance  Cause | Change  Cause  Consequences  Significance  Written narratives  Frame Historically-valid Questions | Similarities  Difference  Significance  Make Connections  Draw 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