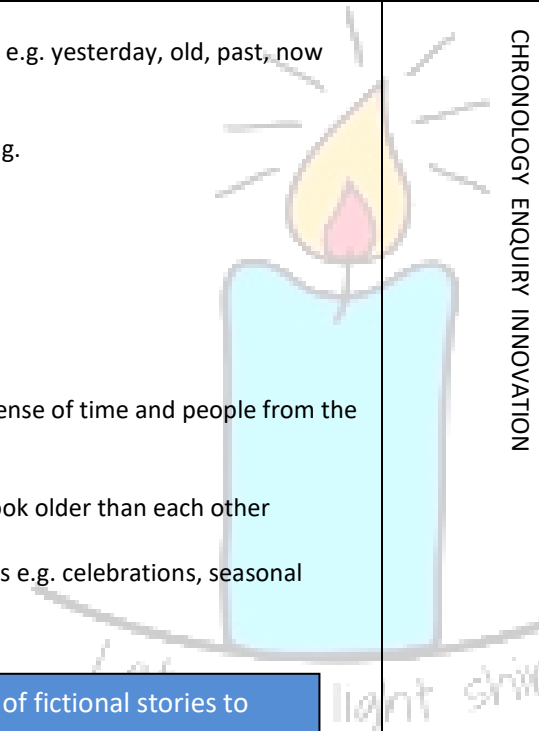


HISTORY COVERAGE

St. Michael's Church of England Primary School

Our school values: Respect • Kindness • Challenge • Forgiveness • Perseverance

Age Phase	Year Group	Enquiry based historical focus	Main National Curriculum Focus (EYFS Outcomes)	Historical Concepts	Big Ideas
Early Years	Rec	<p>What was it like when my parents/grandparents/carers were little?</p> <p>Why didn't Jack and Jill just turn the tap on to get some water?</p> <p>How do we know dinosaurs lived in the past?</p>	<p>Understanding the World Past and Present ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society. - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. - Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<p>*Language relating to time e.g. yesterday, old, past, now and then</p> <p>*Investigative behaviour e.g. What do you think? Tell me more about? What would happen if? What else could we try? What could it be used for? How might it work?</p> <p>*Stories that introduce a sense of time and people from the past</p> <p>*Compare buildings that look older than each other</p> <p>*Discuss reoccurring events e.g. celebrations, seasonal patterns and routines</p>	<p>CHRONOLOGY ENQUIRY INNOVATION</p> 
<p>NB – Suggested to have a blend of hands-on activities to get the idea of evidence, lots of fictional stories to develop the notion of time past and a selection of studies which include things from the past that the children can readily relate to.</p>					
Key Stage 1	Year 1	Why do we celebrate bonfire night?	Events beyond living memory, nationally or globally	<p>*Be aware of the past, using common words & phrases relating to time</p> <p>*Fit people/events into chronological framework</p> <p>*Identify similarities / differences between periods</p> <p>*Use wide vocabulary of everyday historical terms</p>	

		Who was the 'Lady with the Lamp'?	Lives of significant individuals	<p>*Ask and answer questions</p> <p>*Choose and use from stories and other sources to show understanding</p> <p>*Understand some ways we find out about the past</p> <p>*Identify different ways in which past is represented</p>	
		What were seashores like in the past?	Changes within living memory		
	Year 2	What were toys like in the past?	Changes within living memory		
		What is an explorer?	Lives of significant individuals		
		Why is a castle built the way it is?	Significant historical events		
Lower Key Stage 2	Year 3	How did Britain change from the Stone Age to the Iron Age?	Changes in Britain from the stone age to the iron age	<ul style="list-style-type: none"> • Continue to develop chronologically secure knowledge of history • Establish clear narratives within and across periods studied • Note connections, contrasts and trends over time • Develop the appropriate use of historical terms • Regularly address and sometimes devise historically valid questions • Understand how knowledge of the past is constructed from a range of sources • Construct informed responses by selecting and organising relevant historical information • <i>Understand that different versions of the past may exist, giving some reasons for this (Not explicitly stated but is natural progression between key stages)</i> 	CHRONOLOGY ENQUIRY INNOVATION
		What changes happened in the railway revolution?	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066		
		How has Dalston changed over time?	A local history study		

	Year 4	Who were the Ancient Egyptians?	The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a in depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China		
		What happened when the Romans came to Britain?	The Roman Empire and its impact on Britain		
		How many wives did Henry VIII have?	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066		
Upper Key Stage 2	Year 5	What did a settlement look like in Anglo-Saxon times?	Britain's settlement by Anglo-Saxons and Scots		
		How has medicine changed through the history?	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066		
		Why should we learn about The Mayans?	A non-European society that provides contrasts with British history – one study chosen from early Islamic civilization, including a study of Bagdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300		

Year 6	Why did the Vikings come to England?	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor		
	Who were the Ancient Greeks?	Ancient Greece – a study of Greek life and achievements and their influence on the western world		
	What was it like for children in World War 2?	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066		

