**HISTORY COVERAGE – KEY STAGE ONE**

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| OBJECTIVE | YEAR ONE | | | YEAR TW0 | | |
| TOYS | LOCAL  HISTORY | THE SEASIDE | FAMOUS PEOPLE | GREAT FIRE OF LONDON |  |
| changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life |  |  |  |  |  |  |
| 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] |  |  |  |  |  |  |
| 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, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] |  |  |  |  |  |  |
| significant historical events, people and places in their own locality |  |  |  |  |  |  |

**HISTORY COVERAGE – KEY STAGE TWO**

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| OBJECTIVE | YEARTHREE | | | YEAR FOUR | | | YEAR FIVE | | | YEAR SIX | | |
| MAYA | INDUSTRIAL REVOLUTION | STONE AGE TO IRON AGE | WWII | ROMANS |  |  | ANGLO-SAXONS | THE VIKINGS | EGYPTIANS | GREEKS |  |
| changes in Britain from the Stone Age to the Iron Age |  |  |  |  |  |  |  |  |  |  |  |  |
| the Roman Empire and its impact on Britain |  |  |  |  |  |  |  |  |  |  |  |  |
| Britain’s settlement by Anglo-Saxons and Scots |  |  |  |  |  |  |  |  |  |  |  |  |
| the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor |  |  |  |  |  |  |  |  |  |  |  |  |
| a local history study |  |  |  |  |  |  |  |  |  |  |  |  |
| A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 |  |  |  |  |  |  |  |  |  |  |  |  |
| 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 Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China |  |  |  |  |  |  |  |  |  |  |  |  |
| Ancient Greece – a study of Greek life and achievements and their influence on the western world |  |  |  |  |  |  |  |  |  |  |  |  |
| A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300 |  |  |  |  |  |  |  |  |  |  |  |  |