

## NC14 History Coverage

<b>Aims</b>	<p>The national curriculum for history aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</li> <li><input type="checkbox"/> know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</li> <li><input type="checkbox"/> gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</li> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li> <li><input type="checkbox"/> gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li> </ul>					
<b>Subject content</b>	<p>Key stage 1</p> <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.</p>		<p>Key stage 2</p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p>			
<b>Pupils should be taught about:</b>	<p><b>Y1</b></p> <p>*changes within living memory. Where appropriate, these</p>	<p><b>Y2</b></p> <p>*changes within living memory. Where appropriate, these</p>	<p><b>Y3</b></p> <p>* changes in Britain from the Stone Age to the Iron Age</p>	<p><b>Y4</b></p> <p>* changes in Britain from the Stone Age to the Iron Age</p>	<p><b>Y5</b></p> <p>* changes in Britain from the Stone Age to the Iron Age</p>	<p><b>Y6</b></p> <p>* changes in Britain from the Stone Age to the Iron Age</p>

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	should be used to reveal aspects of change in national life	should be used to reveal aspects of change in national life				
	*events beyond living memory that are significant nationally or globally	*events beyond living memory that are significant nationally or globally	*the Roman Empire and its impact on Britain	*the Roman Empire and its impact on Britain	*the Roman Empire and its impact on Britain	*the Roman Empire and its impact on Britain
	* 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	* 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	*Britain's settlement by Anglo-Saxons and Scots			
	* significant historical events, people and places in their own locality.	* significant historical events, people and places in their own locality.	*the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	*the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	*the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	*the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
			*a local history study - ?? <i>Local Study – Slough - 1800s – canals &amp; railways – bricks?</i>	*a local history study	*a local history study	*a local history study
			*a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	*a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	*a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	*a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 ?? Tudors/ WWII
			*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	*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	*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	*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

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			Egypt; The Shang Dynasty of Ancient China			
			*Ancient Greece – a study of Greek life and achievements and their influence on the western world	*Ancient Greece – a study of Greek life and achievements and their influence on the western world	*Ancient Greece – a study of Greek life and achievements and their influence on the western world	*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.	*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.	*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.	*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.
<b>Pre 2014 themes</b>			Romans	Tudors Ancients Egyptians	Victorians Ancients Greece	WWII
<b>2014 themes</b>						
<b>2014 history content</b>			Stone Age/ Bronze Age/ Iron Age Local Study – Slough - 1800s – canals & railways – bricks ?	Romans Ancients Egyptians	Anglo Saxons – Picts & Celts Ancients Greece	Vikings & Anglo Saxons Mayans
<b>OR B</b>			Stone Age/ Bronze Age/ Iron Age Local Study – Slough - 1800s – canals & railways – bricks –	Anglo Saxons – Picts & Celts Romans Ancients Egyptians	Vikings & Anglo Saxons Ancients Greeks	British history aspect – eg Tudors/ WWII Mayans
<b>Possible LOtC &amp; visits</b>	Local area to look at homes	Slough town centre	Iron Age house & brick making at the Chiltern Open Air Museum		V & A British Museum	V & A British Museum

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			(Not for Y2 2013-14 as went in Y1?) Slough Library/ Museum			Imperial War Museum Uxbridge RAF war rooms
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