



## St. Just Primary: History National Curriculum Coverage



<b>Year 1</b>		1	2	3	4	5	6
<b>Key Stage 1 Objectives</b>		Our School!	Let's celebrate!	Posting and places	How does your garden grow?	Animal disorders!	To the rescue!
1	changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	√					
2	events beyond living memory that are significant nationally or globally (e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)						√
3	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 (e.g. 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 Edith Cavell)						√
4	significant historical events, people and places in their own locality.	√					√

<b>Year 2</b>		1	2	3	4	5	6
<b>Key Stage 1 Objectives</b>		What do I need to be me? (St	Two Queens	How do I get off the ground?	How do things grow?	Around the World	Is Australia the place for me?
1	changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	√	√				
2	events beyond living memory that are significant nationally or globally (e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)	√	√	√			√
3	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 (e.g. 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 Edith Cavell)		√	√			√
4	significant historical events, people and places in their own locality.	√	√	√			√

<b>Year 3</b>		1	2	3	4	5	6
		Set In Stone	What's The Attraction	Are Humans animal Too?	Snake Rattle And Roll	What did The Romans Do For Us?	Source to Sea
<b>Key Stage 2 Objectives</b>							
1	changes in Britain from the Stone Age to the Iron Age. This could include: <input type="checkbox"/> late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae <input type="checkbox"/> Bronze Age religion, technology and travel, e.g. Stonehenge <input type="checkbox"/> Iron Age hill forts: tribal kingdoms, farming, art and culture	✓					
2	the Roman Empire and its impact on Britain. This could include: <input type="checkbox"/> Julius Caesar's attempted invasion in 55-54 BC <input type="checkbox"/> the Roman Empire by AD 42 and the power of its army <input type="checkbox"/> successful invasion by Claudius and conquest, including Hadrian's Wall <input type="checkbox"/> British resistance, e.g. Boudica <input type="checkbox"/> "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity					✓	
3	Britain's settlement by Anglo-Saxons and Scots. This could include: <input type="checkbox"/> Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire <input type="checkbox"/> Scots invasions from Ireland to north Britain (now Scotland) <input type="checkbox"/> Anglo-Saxon invasions, settlements and kingdoms: place names and village life <input type="checkbox"/> Anglo-Saxon art and culture <input type="checkbox"/> Christian conversion – Canterbury, Iona and Lindisfarne						
4	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. This could include: <input type="checkbox"/> Viking raids and invasion <input type="checkbox"/> resistance by Alfred the Great and Athelstan, first king of England <input type="checkbox"/> further Viking invasions and Danegeld <input type="checkbox"/> Anglo-Saxon laws and justice <input type="checkbox"/> Edward the Confessor and his death in 1066						
5	A local history study. For example: <input type="checkbox"/> a depth study linked to one of the British areas of study listed above <input type="checkbox"/> a study over time tracing how several aspects national history are reflected in the locality (this can go beyond 1066) <input type="checkbox"/> a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.						
6	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. For example <input type="checkbox"/> the changing power of monarchs using case studies such as John, Anne and Victoria <input type="checkbox"/> changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century <input type="checkbox"/> the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day <input type="checkbox"/> a significant turning point in British history, e.g. the first railways or the Battle of Britain						
7	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						
8	Ancient Greece – a study of Greek life and achievements and their influence on the western world						
9	A non-European society that provides contrasts with British history - one study chosen from: <input type="checkbox"/> Early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.						

<b>Year 4</b>		1	2	3	4	5	6
<b>Key Stage 2 Objectives</b>		Where does my food go?	Were the Anglo-Saxons good for Britain?	Were Vikings really brutal invaders?	It's Electric	Would you survive in a rainforest?	Where do the locals come from?
1	changes in Britain from the Stone Age to the Iron Age. This could include: <input type="checkbox"/> late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae <input type="checkbox"/> Bronze Age religion, technology and travel, e.g. Stonehenge <input type="checkbox"/> Iron Age hill forts: tribal kingdoms, farming, art and culture						
2	the Roman Empire and its impact on Britain. This could include: <input type="checkbox"/> Julius Caesar's attempted invasion in 55-54 BC <input type="checkbox"/> the Roman Empire by AD 42 and the power of its army <input type="checkbox"/> successful invasion by Claudius and conquest, including Hadrian's Wall <input type="checkbox"/> British resistance, e.g. Boudica <input type="checkbox"/> "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity						
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<b>Year 5</b>		1	2	3	4	5	6
		To the stars	Poles apart	Ancient Greeks		The Indus Valley	Mountains
<b>Key Stage 2 Objectives</b>							
1	changes in Britain from the Stone Age to the Iron Age. This could include: <input type="checkbox"/> late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae <input type="checkbox"/> Bronze Age religion, technology and travel, e.g. Stonehenge <input type="checkbox"/> Iron Age hill forts: tribal kingdoms, farming, art and culture						
2	the Roman Empire and its impact on Britain. This could include: <input type="checkbox"/> Julius Caesar's attempted invasion in 55-54 BC <input type="checkbox"/> the Roman Empire by AD 42 and the power of its army <input type="checkbox"/> successful invasion by Claudius and conquest, including Hadrian's Wall <input type="checkbox"/> British resistance, e.g. Boudica <input type="checkbox"/> "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity						
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<b>Year 6</b>		1	2	3	4	5	6
<b>Key Stage 2 Objectives</b>		Who's taking control?	A voyage of discovery	Mayan civilisation		Extreme Earth	Bombs, battles & bravery
1	changes in Britain from the Stone Age to the Iron Age. This could include: <input type="checkbox"/> late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae <input type="checkbox"/> Bronze Age religion, technology and travel, e.g. Stonehenge <input type="checkbox"/> Iron Age hill forts: tribal kingdoms, farming, art and culture						
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