**St Philip’s Catholic Primary School**

**History Curriculum Coverage and Progression**

|  |  |  |
| --- | --- | --- |
|  | **Year 1** | **Year 2** |
| Objective | **Homes in the past** | **Castles** | **Holidays of the past** | **Communication then and Now** | **Florence Nightingale** | **The 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 |  |  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Objective | **Invaders and settlers – The Romans** | **Anglo Saxons, Picts and Scots** | **Prehistoric World\*** | **The Norman Conquest** | **Ancient Egypt** | **The Maya\*** | **Vikings Vs Anglo Saxons\*** | **The Victorians** | **A Local Study -Made in the Midlands** | **World War I** | **Rebuilding Britain/Children in WWII** | **The Ancient 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 [not provided] |  |  |  |  |  |  |  |  |  |  |  |  |
| 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. |  |  |  |  |  |  |  |  |  |  |  |  |