

# History - National Curriculum Coverage by cohort

2022-23

2023-24

2024-25

2025-26

2026-27

<u>Key Stage 1</u>	<u>Nat Curriculum Subject Content:</u>	Year 1 25-25	Year 2 25-26	Year 3 25-26	Year 4 25-26
<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</p>	<p><b>changes within living memory.</b> Where appropriate, these should be used to reveal aspects of change in national life</p>	<p>How have toys changed over time? (T1 Y1 25-26)</p>	<p>How have toys changed over time? (Y1/2 24-25)</p> <p>Princess Campbell becoming a nurse in Bristol (Y2/3 25-26)</p>	<p>How have toys changed over time? (Y2/3 24-25)</p>	<p>How have toys changed over time? (Y2/3 24-25)</p>
	<p><b>events</b> beyond living memory that are <b>significant nationally or globally</b> [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p>		<p>The invention of the railways, the building of the GWR line, Temple Meads station (Y1/2 24-25)</p> <p>The stone age (Y2/3 25-26)</p>	<p>The invention of the railways, the building of the GWR line, Temple Meads station (Y2/3 24-25)</p>	<p>The invention of the railways, the building of the GWR line, Temple Meads station (Y2/3 24-25)</p>
	<p>the lives of <b>significant individuals</b> 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,</p>	<p>Who were the 3 queens of England? (T3 Y1 25-26)</p>	<p>The Fry Family (Y1/2 24-25)</p> <p>IK Brunel, George Stephenson (Y1/2 24-25)</p> <p>Florence Nightingale (link to Bristol - Princess Campbell) Victorians (Y2/3 25-26)</p>	<p>Carmen Beckford (Y2/3 24-25)</p> <p>IK Brunel, George Stephenson (Y2/3 24-25)</p>	<p>Carmen Beckford</p> <p>IK Brunel, George Stephenson (Y2/3 24-25)</p>

<p>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>Pupils should be taught about:</p>	<p>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</p>				
	<p>significant historical events, people and places in their <b>own locality</b></p>	<p>Ada Vachell? (T1)</p>	<p>Life as a worker in the Fry's Chocolate factory(Y1/2 24-25)</p> <p>The impact of Brunel and the railways on Bristol (Y1/2 24-25)</p> <p>Princess Campbell becoming a nurse in Bristol (Y2/3 25-26)</p>	<p>Carmen Beckford, St Pauls Carnival, the Seven Saints of St Pauls(Y2/3 24-25)</p> <p>The impact of Brunel and the railways on Bristol (Y2/3 24-25)</p>	<p>Carmen Beckford, St Pauls Carnival, the Seven Saints of St Pauls(Y2/3 24-25)</p> <p>The impact of Brunel and the railways on Bristol (Y2/3 24-25)</p>

<b>Key Stage 2</b>	<b>Nat Curric Subject Content:</b>	Year 3 26-27 Tilly's cohort (future)	Year 3 25-26 Mia's cohort	Year 4 25-26 Hawi's cohort	Y5 25-26 CJ's cohort	Y6 25-26 Ramirez's cohort
<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and</p>	<p>changes in Britain from the <b>Stone Age to the Iron Age</b> This could include: ☑ late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</p>	<p>Stone Age (Y2 25-26)</p>	<p>Stone Age (Y3 25-26)</p>	<p>Stone Age (Y4 25-26)</p>	<p>Stone Age (Y3 23-24)</p>	<p>Stone Age (Y3 22-23)</p>

<p>world history, <b>establishing clear narratives within and across the periods they study.*</b> They should note <b>connections, contrasts and trends over time</b> and develop the appropriate use of <b>historical terms.**</b> They should regularly address and sometimes devise historically valid questions about <b>change, cause, similarity and difference, and significance.</b> 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 <b>range of sources.</b></p> <p>In planning to ensure the progression</p>	<ul style="list-style-type: none"> <li>☑ <b>Bronze Age</b> religion, technology and travel, for example, Stonehenge</li> <li>☑ <b>Iron Age hill forts:</b> tribal kingdoms, farming, art and culture</li> </ul>					
	<p>the Roman Empire and its impact on Britain This could include:</p> <ul style="list-style-type: none"> <li>☑ Julius Caesar’s attempted invasion in 55-54 BC</li> <li>☑ the <b>Roman Empire by AD 42 and the power of its army</b></li> <li>☑ successful invasion by Claudius and conquest, including Hadrian’s Wall</li> <li>☑ British resistance, for example, Boudica</li> <li>☑ <b>‘Romanisation’</b> of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</li> </ul>	<p>What impact did the Romans have on Britain? (Y2 25-26)</p>	<p>(What impact did the Romans have on Britain? (Y3 25-26)</p>	<p>What impact did the Romans have on Britain? (Y4 25-26)</p>	<p>Y4 24-25 What impact did the Romans have on Britain? Boudica Aquae Sulis (Roman Baths)</p>	
	<p>Britain’s settlement by Anglo-Saxons and Scots This could include:</p> <ul style="list-style-type: none"> <li>☑ <b>Roman</b> withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li> <li>☑ Scots invasions from Ireland to north Britain (now Scotland)</li> <li>☑ <b>Anglo-Saxon</b> invasions, settlements and kingdoms: place names and village life</li> <li>☑ <b>Anglo-Saxon</b> art and culture</li> </ul>	<p>Anglo Saxons (Y3 26-27 or put this on hold until y5 for this cohort?)</p>	<p>Anglo Saxons (Y4 26-27)</p>	<p>Anglo Saxons (Y5 26-27)</p>	<p>Y4 24-25 What impact did the Romans have on Britain?</p>	

<p>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> <p>Pupils should be taught about:</p>	<p>☑ Christian conversion – Canterbury, Iona and Lindisfarne</p>					
	<p>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>This could include:</p> <ul style="list-style-type: none"> <li>☑ <b>Viking</b> raids and invasion</li> <li>☑ resistance by Alfred the Great and Athelstan, first king of England</li> <li>☑ further Viking invasions and Danegeld</li> <li>☑ <b>Anglo-Saxon</b> laws and justice</li> <li>☑ Edward the Confessor and his death in 1066</li> </ul>				<p>Y3 23-24</p> <p>Term 3: Why did the Vikings invade Britain?</p>	
	<p><b>a local history study</b></p> <ul style="list-style-type: none"> <li>- a depth study linked to one of the British areas of study listed above</li> <li>- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</li> <li>- study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</li> </ul>	<p>What contribution did Carmen Beckford make to Bristol? (Y2 24-25)</p> <p>What contribution did George Muller make to Bristol? (What was life like for children in Victorian times?) (Y4 Amethyst 24-25)</p> <p>Florence Nightingale (link to Bristol - Princess</p>	<p>What contribution did Carmen Beckford make to Bristol? (Y 24-25)</p> <p>What contribution did George Muller make to Bristol? (What was life like for children in Victorian times?) (Y4 24-25)</p>	<p>What contribution did George Muller make to Bristol? (What was life like for children in Victorian times?) (Y4 24-25)</p> <p>What contribution did Steve Stacey make to football? Race representations in sport (Y5 25-26)</p>	<p>What contribution did Steve Stacey make to football? Race representations in sport (Y5 25-26)</p>	<p>What contribution did Steve Stacey make to football? Race representations in sport (Y5 24-25)</p> <p>What was the impact of Windrush on Bristol? (Y6 25-26)</p> <p>What impact did WW2 have on Bristol? (Y6 25-26)</p>

			Campbell) Victorians (Y3 Ruby 25-26)			
<p>a study of an aspect or theme in British history that extends pupils' chronological knowledge <b>beyond 1066</b></p> <ul style="list-style-type: none"> <li>-the changing power of monarchs using case studies such as John, Anne and Victoria</li> <li>-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</li> <li>-the legacy of <b>Greek</b> or Roman culture (art, architecture or literature) on later periods in British history, including the present day</li> <li>-a significant turning point in British history, for example, the first railways or the Battle of Britain</li> </ul>	How did <b>railways</b> change things for people in Bristol? (Y1 24-25)	How did <b>railways</b> change things for people in Bristol? (Y2 24-25)	How did <b>railways</b> change things for people in Bristol? (Y3 24-25)	What impact did the <b>Romans</b> have on Britain? (Y4 24-25)	What impact did the <b>Romans</b> have on Britain? (Y4 23-24)	
				Who were the <b>Ancient Greeks?</b> (Y5 25-26)	Who were the <b>Ancient Greeks?</b> (y5 24-25)	
	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	Egyptians (Y3 26-27)	Egyptians (Y4 26-27)	Egyptians (Y5 26-27)	Who were the <b>Ancient Egyptians?</b> (y3 23-24)	Who were the <b>Ancient Egyptians?</b> (y3 22-23)
Ancient Greece – a study of Greek life and achievements and their influence on the western world				Who were the <b>Ancient Greeks?</b> (Y5 25-26)	Who were the <b>Ancient Greeks?</b> (y5 24-25)	

	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 900-130				Who were the <b>Mayans</b> and what impact did they have? (Y5 25-26)	Who were the <b>Mayans</b> and what impact did they have? (Y5 24-25)
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