



Friars Primary School and Nursery  
 History - National Curriculum Coverage by Year Group – 2023-24

# History



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>  POR = Power of Reading	<b>All About Me</b>  <b>POR: Grace &amp; Family</b>	<b>Cold Climates</b>  <b>POR: The Emperor's Egg</b>	<b>London</b>  <b>POR: Claude in the City</b>	<b>Spring</b>  <b>POR: The Secret Sky Garden</b>	<b>Africa</b>  <b>POR: Lila &amp; the Secret of Rain</b>	<b>Oh, I do like to be beside the seaside!</b>  <b>POR: The Storm Whale</b>	
	<i>Learning about ourselves, our families, our local area and living history.</i>	<i>Learning about Antarctica versus the Arctic, Animals and colder climates.</i>	<i>Learning about the features of a city, simple maps and the Great Fire of London</i>	<i>Learning about plants, changes in weather and map skills</i>	<i>Learning about the continent, with a focus on Nelson Mandela and Africa animals.</i>	<i>Learning about the seaside past and present. Our town now and then and coastal towns.</i>	
	<b>My Family</b>  <i>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i>  <i>Linked home learning topic.</i>	<b>Linked provision</b>	<b>Linked provision</b>	<b>The Great Fire of London (Stand-alone mini topic) + Samuel Pepys</b>  <i>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]</i>	<b>Nelson Mandela</b>  <i>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</i>	<b>Southend on Sea – Changes to the seaside</b>  <i>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i>  <i>events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated</i>	



# Friars Primary School and Nursery

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				<p><i>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]</i></p> <p><i>significant historical events, people and places in their own locality.</i></p>	<p><i>Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</i></p>	<p><i>through festivals or anniversaries]</i></p> <p><i>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]</i></p> <p><i>significant historical events, people and places in their own locality.</i></p>
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## Friars Primary School and Nursery

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Year 2	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Once upon a Time...</b>	<b>Looking Back</b>	<b>Amazing Journeys</b>	<b>Move it!</b>	<b>Let's Explore</b>	<b>Land Ahoy!</b>
	<i>Learning about traditional tales</i>	<i>Learning about the geography and history of our Local Area</i>	<i>Author Study – Anthony Browne</i>	<i>Learning about the history of transport</i>	<i>Learning about explorers</i>	<i>Learning about another country – Australia and the impact of plastic on the Great Barrier Reef</i>
	<b>Comparing our lives with parents/carers</b>	<b>Local Area – local study, Shoeburyness – past and present</b>	<b>Amelia Earhart Thomas Ford</b>	<b>Florence Nightingale George Stephenson The Titanic</b>	<b>Ernest Shackleton Robert Falcon Scott Felicity Aston</b>	<b>James Cook</b>
	<p><i>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i></p> <p><i>Making comparisons between toys and schools now and the past</i></p>	<p><i>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, using a wide vocabulary of everyday historical terms</i></p> <p><i>Using artefact, local buildings and photographs of the local area to learn about the past</i></p>	<p><i>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]</i></p> <p><i>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]</i></p>	<p><i>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]</i></p> <p style="text-align: center;"><b>Changes in Transport</b></p> <p><i>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i></p>	<p><i>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]</i></p>	<p><i>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]</i></p>
<p><b>Continuous throughout the year</b></p> <p><i>Develop an awareness of the past using common words and phrases related to the passing of time</i></p>						



## Friars Primary School and Nursery

### History - National Curriculum Coverage by Year Group – 2023-24

Year 3	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>The Iron Man</b>	<b>Healthy Me</b>	<b>Shake, Rattle and Roll</b>	<b>The Romans</b>	<b>Dragons!</b>	<b>Plant Life</b>
	<i>Learning about the Ted Hughes book and linking to magnetic objects and forces.</i>	<i>Learning about the digestive system, health and fitness and our family history</i>	<i>Learning about volcanoes, earthquakes and how archaeology helps us learn about the past.</i>	<i>Learning about the capital cities of European countries and why England was invaded by visitors from the continent</i>	<i>Learning about dragons real and imagined using books as a stimulus</i>	<i>Learning about plants and their function how they help the environment and why we need to protect the rainforests from deforestation</i>
	<p><b>Exploring the stone age</b></p> <p><i>Learn about changes in Britain from the Stone Age to the Iron Age i.e. late Neolithic hunter-gatherers and early farmers, for example, Skara Brae, Bronze Age religion, technology and travel, for example, Stonehenge, Iron Age hill forts: tribal kingdoms, farming, art and culture,</i></p>	<p><b>Exploring the Bronze Age</b></p> <p><i>Learn about changes in Britain from the Stone Age to the Iron Age i.e. late Neolithic hunter-gatherers and early farmers, for example, Skara Brae, Bronze Age religion, technology and travel, for example, Stonehenge, Iron Age hill forts: tribal kingdoms, farming, art and culture,</i></p>		<p><b>Romans</b></p> <p><b>Colchester Castle visit.</b></p> <p><i>Learn about the Roman Empire and its impact on Britain i.e. Julius Caesar's attempted invasion in 55-54 BC, the Roman Empire by AD 42 and the power of its army, successful invasion by Claudius and conquest, including Hadrian's Wall, British resistance, for example, Boudica, 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</i></p> <p><i>Learn about Britain's settlement by Anglo-Saxons and Scots i.e Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</i></p>		



## Friars Primary School and Nursery

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***Continuous throughout the year***

*Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.*

*Note connections, contrasts and trends over time and develop the appropriate use of historical terms.*

*Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.*

*Construct informed responses that involve thoughtful selection and organisation of relevant historical information.*

*Understand how our knowledge of the past is constructed from a range of sources.*



## Friars Primary School and Nursery

### History - National Curriculum Coverage by Year Group – 2023-24

Year 4	Autumn 1	Autumn 2	Spring 1 & 2	Summer 1	Summer 2
	Invaders!	It's all Greek to Me!	War...What is it good for?	River Deep, Mountain High!	Seven Worlds...One Planet
	<i>Learning about key moments in British History such as The Vikings, Anglo Saxons</i>	<i>Learning about the Ancient Greek influence on our lives today</i>	<i>Learning about the impact of the Second World War especially focusing on the local area</i>	<i>Learning about the geography and history of a mountainous region around the world</i>	<i>Learning about the effects of humans on the environment</i>
	<p><b>The Vikings, comparing past to modern day</b></p> <p><i>Re-create a Viking raid, Viking struggle for the kingdom of England at the time of Edward the Confessor, Resistance by Alfred the Great, Athleston, Edward the Confessors death 1066, Viking trade</i></p>	<p><b>Ancient Greek Hook Day</b></p> <p><b>Comparing Ancient Greek lifestyle to present day</b></p> <p><i>Learn about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 i.e. the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day,</i></p> <p><i>Learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world</i></p>	<p><b>WW2 Hook Day</b></p> <p><b>Lifestyle comparison past and present</b></p> <p><i>Learn about a local history study i.e. a depth study linked to one of the British areas of study listed above, a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066), a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</i></p> <p><i>Learn about a study of a significant turning point in British history, for example, the first railways or the Battle of Britain</i></p>		<p><b>The Vikings, comparing past to modern day</b></p> <p><i>Re-create a Viking raid, Viking struggle for the kingdom of England at the time of Edward the Confessor, Resistance by Alfred the Great, Athleston, Edward the Confessors death 1066, Viking trade</i></p>



# Friars Primary School and Nursery

## History - National Curriculum Coverage by Year Group – 2023-24

Year 5	Autumn 1 & 2		Spring 1	Spring 2	Summer 1 & 2	
	Walk like an Egyptian		Challenge Planet Earth	Plague!	Oh Henry!	
	<i>Learning about the Ancient Egyptians and how they lived.</i>		<i>Learning about global warming, impact on the environment and the challenge to protect our planet</i>	<i>Learning about life in medieval Britain during the time of The Black Death</i>	<i>Learning about the Tudor times and how they lived.</i>	
	<p><b>Research Ancient Egyptian life</b></p> <p><i>Learn about 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</i></p>	<p><b>Research Ancient Egyptian life</b></p> <p><i>Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry.</i></p> <p><i>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.</i></p> <p>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</p>	<p><b>The Environment – What has changed?</b></p> <p><i>Learn about a local history study i.e. a depth study linked to one of the British areas of study listed above, a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066), a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</i></p>	<p><b>Research the Plague – The Black Death – 1340's</b></p> <p><i>develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</i></p> <p><i>Learn about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 i.e. the changing power of monarchs using case studies such as John, Anne and Victoria, 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, the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day, a significant turning point in British history, for example, the first railways or the Battle of Britain</i></p>	<p><b>Research – The Tudors 1485-1603</b></p> <p><i>develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</i></p> <p><i>Learn about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 i.e. the changing power of monarchs using case studies such as John, Anne and Victoria, 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, the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day, a significant turning point in British history, for example, the first railways or the Battle of Britain</i></p>	<p><b>Research Shakespearean life – 1564 - 1616</b></p> <p><i>develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</i></p> <p><i>note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i></p> <p><i>Learn about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 i.e. the changing power of monarchs using case studies such as John, Anne and Victoria, 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, the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day, a significant turning point in British history, for example, the first railways or the Battle of Britain</i></p>



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***Continuous throughout the year***

*develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.*

*note connections, contrasts and trends over time and develop the appropriate use of historical terms.*

*regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.*

*construct informed responses that involve thoughtful selection and organisation of relevant historical information.*

*understand how our knowledge of the past is constructed from a range of sources.*





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Year 6	<b>Autumn 1 &amp; 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1 &amp; 2</b>
	<b>The Victorian Age</b>	<b>Extreme Earth</b>	<b>Mayan Mayhem</b>	<b>And now, the end is near, and so I face, the final curtain...</b>
	<i>Learning about the Victorian Age and their impact on our lives</i>	<i>Learning about the extreme climates found on Planet Earth and how people have overcome them</i>	<i>Learning the great historical time of The Mayans and how they lived.</i>	<i>Preparing for the transition to secondary school and leaving Friars.</i>
	<p><b>Victorian Study</b></p> <p><i>develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</i></p> <p><i>note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i></p> <p><i>regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</i></p> <p><i>construct informed responses that involve thoughtful selection and organisation of relevant historical information.</i></p> <p><i>understand how our knowledge of the past is constructed from a range of sources.</i></p> <p><i>Learn about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 i.e. the changing power of monarchs using case studies such as John, Anne and Victoria, 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, the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day, a significant turning point in British history, for example, the first railways or the Battle of Britain</i></p>		<p><b>Mayan Study</b></p> <p><i>develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</i></p> <p><i>note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i></p> <p><i>regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</i></p> <p><i>construct informed responses that involve thoughtful selection and organisation of relevant historical information.</i></p> <p><i>understand how our knowledge of the past is constructed from a range of sources.</i></p> <p><i>Learn about the achievements of the earliest civilizations – an overview of where and</i></p>	<p><b>Local Study</b></p> <p><i>Learn about a local history study i.e. a depth study linked to one of the British areas of study listed above, a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066), a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</i></p>



## Friars Primary School and Nursery

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			<p><i>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</i></p> <p><i>Learn about 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</i></p>	
	<p><b>Continuous throughout the year</b></p> <p><i>Develop an awareness of the past using common words and phrases related to the passing of time</i></p>			