



History National Curriculum Coverage

At St Oswald's CE VA Primary School, we use Hamilton Trust to sequence and plan our teaching for History. This is used as a guidance for staff to plan their Medium Term Plan and coverage for the academic year.

Year

1

Changes within Living Memory

- ✓ Develop an awareness of the past, use common words and phrases relating to the passing of time.
- ✓ Begin to understand chronology.
- ✓ Develop a curiosity about changes within living memory and the ways in which we can find out about these changes.
- ✓ Understand historical concepts such as continuity and change and chronology.
- ✓ Identify similarities and differences between ways of life in different eras.
- ✓ Understand that transport has changed over time, and is still changing and developing.
- ✓ Understand some ways we can obtain information about the past.
- ✓ Identify ways in which the past is represented.
- ✓ Ask and answer historical questions.

Famous Inventors

- ✓ Learn about the lives of significant individuals in the past who have contributed to national and international achievements.

Great Fire of London

- ✓ Events beyond living memory that are significant nationally.
- ✓ Know where the people and events fit within a chronological framework.
- ✓ Identify similarities and differences between ways of life in different periods.
- ✓ Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- ✓ Find out about the Great Fire of London and St Paul's Cathedral.
- ✓ Know that songs are based on historical events,
- ✓ Compare firefighting today and the 17th Century.
- ✓ Learn about firefighting during the Great Fire.
- ✓ Recognise how the fire started.
- ✓ Understand the ways we communicate today is different to the 17th Century.
- ✓ Learn about events beyond living memory that are significant nationally, using common words and phrases relating to the passing of time and a wide vocabulary of everyday historical terms.



History National Curriculum Coverage

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| | <ul style="list-style-type: none">✓ Understand some of the ways in which we find out about the past and identify different ways in which it is represented.✓ To understand historical concepts such as continuity and change.✓ To consider and use knowledge and facts gained about the Great Fire of London. |
| Year 2 | <p><u>Events Beyond Living Memory</u></p> <ul style="list-style-type: none">✓ Study events beyond living memory that are significant nationally or globally: events commemorated through festivals or anniversaries.✓ Develop an awareness of the past, using common words and phrases relating to the passing of time.✓ 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.✓ Use a wide vocabulary of everyday historical terms.✓ Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.✓ Understand some of the ways in which we find out about the past and identify different ways in which it is represented.✓ Develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements.✓ Study events beyond living memory that are significant nationally or globally: events commemorated through festivals or anniversaries.✓ Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.✓ Find out about changes within living memory and develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements.✓ Develop some understanding of chronology; begin to use vocabulary associated with the past. <p><u>Famous Monarchs</u></p> <ul style="list-style-type: none">✓ Learn about the lives of significant individuals in the past who have contributed to national and international achievements.✓ Compare aspects of life, identifying similarities and differences between different periods. <p><u>Famous Explorers</u></p> <ul style="list-style-type: none">✓ Learn about the lives of significant individuals in the past who have contributed to national and international achievements. |



History National Curriculum Coverage

- ✓ Compare aspects of life, identifying similarities and differences between different periods.

We are Britain

- ✓ Research simple 'family tree'.
- ✓ Brief, simple history of Magna Carta.
- ✓ Discover family stories of place of origin/ memories of childhood.
- ✓ Changes within living memory; reveal aspects of change in national life.
- ✓ Significant historical events, people and places in their own locality.

Oceans and Seas

- ✓ Learn about changes in living memory; to identify similarities and differences between ways of life in different periods.
- ✓ Learn about events beyond living memory that are significant nationally or globally.
- ✓ Identify similarities and differences between ways of life and different periods.
- ✓ Understand historical concepts such as continuity and change.
- ✓ Knowledge of the lives of significant individuals in the past who have contributed to national and international achievements.

Year
3

Stone Age

- ✓ Develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods they study.
- ✓ Know about changes in Britain from the Stone Age to the Iron Age.
- ✓ Note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- ✓ Understand how our knowledge the (prehistoric) past is constructed from a range sources (including archaeological excavation, and the reliability of such sources).
- ✓ Construct informed responses that involve thoughtful selection and organization of relevant historical information.
- ✓ Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

Ancient Egyptians

- ✓ Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; characteristic features of past non-European societies.
- ✓ Gain historical perspectives by placing their growing knowledge into different contexts, understanding the connections between short-and long-term timescales.



History National Curriculum Coverage

- ✓ Understand the abstract term 'civilisation'.
- ✓ Understand 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.
- ✓ Gain and deploy a historically grounded understanding of abstract terms such as 'empire'.
- ✓ Understand historical concepts such as continuity and change, similarity, difference and significance.
- ✓ Gain historical perspective by placing their growing knowledge understanding the connections between economic, military and social history.
- ✓ Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between cultural, religious and social history.

Maya

- ✓ Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study.
- ✓ Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- ✓ Undertake an in-depth study of a non-European society that provides contrasts with British history.
- ✓ Understand how our knowledge of the past is constructed from a range of sources.
- ✓ Construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Year
4

Romans in Britain

- ✓ Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within the periods they study.
- ✓ Understand how our knowledge of the past is constructed from a range of sources.
- ✓ Devise historically and valid questions about change, cause, similarity and difference and significance.
- ✓ Develop a chronologically secure knowledge and understanding of British history (what Britain was like before the Romans came).
- ✓ Begin to learn about Iron Age culture.
- ✓ Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the period of study with regard to the Roman



History National Curriculum Coverage

Empire.

- ✓ Understand that our knowledge of the past is constructed from a range of sources.
- ✓ Know about the Roman Empire and its impact on Britain.
- ✓ Select and organise relevant historical information.
- ✓ Note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- ✓ Ask and address historically valid questions about change, cause, similarity and difference and significance.
- ✓ Construct informed responses that come from the selection of relevant historical information.
- ✓ Begin to understand the legacy left by the Romans on Britain and its impact on our subsequent history.

Ancient Greece

- ✓ Continue to develop a chronologically secure knowledge and understanding of Britain, local and world history, establishing clear narratives within and across the periods they study.
- ✓ Gain and deploy a historically-grounded understanding of abstract terms such as 'empire', 'civilisation', 'peasantry', 'parliament', 'slavery' and 'economy'.
- ✓ Understand Ancient Greece, Greek life, their achievements and influence on the western world.
- ✓ Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires.
- ✓ Understand the methods of historical enquiry, including how evidence is used rigorously to make claims.
- ✓ Understand how our knowledge of the past is constructed from a range of sources.
- ✓ Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- ✓ Create their own structured accounts, including written narratives and analyses.
- ✓ Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- ✓ Discern how and why contrasting arguments and interpretations of the past have been constructed.

Year Anglo-Saxons

5

- ✓ Understand that many different people have settled in Britain since the start of the Common Era and have helped shaped the nation.



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- ✓ Understand how people's lives have shaped Britain.
- ✓ Understand cause and consequence.
- ✓ Understand historical concepts such as continuity and change, and cause and consequence.
- ✓ Gain historical perspective by understanding the connections between local and national history, and between short-and long-term timescales.
- ✓ Understand how Britain has been influenced by the wider world.
- ✓ Understand connections between cultural, social and military history.

The Vikings

- ✓ Understand how knowledge of the past is constructed from a range of sources.
- ✓ Ask historically valid questions.
- ✓ Learn about the success of Viking invasion.
- ✓ Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within the periods they study.
- ✓ Understand the Viking and Anglo-Saxon struggle to the time of Edward the Confessor.
- ✓ Begin to understand changes in an aspect of social history from the Anglo-Saxon to today.
- ✓ Understand how our knowledge of the past is constructed from a range of sources.
- ✓ Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- ✓ Gain historical perspective by placing their growing knowledge into different contexts.
- ✓ Know and understand how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.

Year WWI
6

- ✓ A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
- ✓ A study of a significant turning point in British history.
- ✓ 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.
- ✓ Note connections, contrasts and trends over time and develop the appropriate use of historical terms.



History National Curriculum Coverage

- ✓ Understand how our knowledge of the past is constructed from a range of sources.
- ✓ Create a timeline of events that led up to the start of the First World War.
- ✓ Explore sources about life on the Home Front.
- ✓ Analyse First World War poster.
- ✓ Put events in chronological order and decide on their significance.
- ✓ Discuss the terms of the Treaty of Versailles.
- ✓ Discuss the reasons for remembering the dead of the First World War.

WWII

- ✓ Develop a chronologically secure knowledge and understanding of British and World history.
- ✓ Address historically valid questions about change, cause, similarity, difference and significance.
- ✓ 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.
- ✓ Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- a significant turning point in British history (Dunkirk)
- ✓ Continue to develop chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives, within and across the periods of study.
- ✓ To understand how our knowledge of the past is constructed from a range of sources.
- ✓ To construct informed responses that involve thoughtful selection and organisation of relevant historical information.



History National Curriculum Coverage

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| <p>Block D Keeping in Touch [6 sessions]</p> | <p>History and English</p> <ul style="list-style-type: none">• Understand that one of the changes within living memory that we can appreciate are the major changes in ways of communicating with one another.• Develop an understanding of the chronology of communication methods, including letters, telephones and telegrams/emails.• Develop an awareness of the past and use appropriate vocabulary.• Identify ways in which the past is represented.• Work together to create a human timeline to demonstrate the chronology of methods of communication.• Write a simple telegram to a chosen person.• Write letters using appropriate format and style.• Write descriptive labels and record sheets.• Select from and use a range of tools and materials.• Create artefacts using modelling and aging techniques.• Make string telephones to begin to understand how sound travels along the string to the other person.• Carry out a fair test to evaluate the effectiveness of the acoustic telephones. | <p><i>Share and examine items of communication from previous eras, such as old letters, telegrams, old telephones and old computers. Set up an informative and intriguing class museum using these objects.</i></p> |
| <p>Block E Toys and Books [7 sessions]</p> | <p>History and Art</p> <ul style="list-style-type: none">• Understand how toys and books have changed over time.• Understand historical concepts such as continuity and change and chronology.• Understand the respects in which toys and books we use currently are similar to and different from those used by our parents, grandparents and great-grandparents.• Ask and answer historical questions.• Explore the artwork of illustrators from the past and present.• Use drawing and painting to share ideas and develop imagination.• Create pieces of art that reflect various techniques and depict old and new toys. | <p><i>Look at contemporary toys and study toys parents, grandparents and even great-grandparents may have played with. Look at similarities and differences and identify changes in materials and technology. Paint a picture of a chosen toy then move on to study changes in children's book illustrations. Finish by setting up a toy and book museum.</i></p> |



History National Curriculum Coverage

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| <p>Block F Food</p> <p>[9 sessions]</p> | <p>History, Geography and D&T</p> <ul style="list-style-type: none">• Create a timeline of foods and dishes.• Identify and taste treats from their great-/grandparents' and parents' childhoods.• Measure a family's food for a week based on rationing quotas.• Compare current shops to shops in the past from local area – walk round locality.• Stick images of food and dishes from around the world that became popular in the UK over the past 100 years onto a map.• Go for a walk in the local area and map any shops.• Share their dishes and talk about their origins map and class timeline with family members at a '100 years of food' festival.• Design and make a seasonal soup or fruit salad.• Bake a treat from their great-grandparents' or grandparents' childhood for 'afternoon tea'.• Prepare and bake a WW2 dish using rationed foods.• Prepare and make a futuristic dish. | <p><i>Look at how our experience of food has changed over the last 100 years. Look into changes in our tastes, in the availability of food, and how different factors have affected these. The block will finish with inviting visitors to experience 100 years of food!</i></p> |
| <p>Block G Music</p> <p>[6 sessions]</p> | <p>History, Music, English and Art</p> <ul style="list-style-type: none">• Understand changes that have occurred since 1945; Know where musical events fit on a chronological timeline.• Identify changes within living memory; Identify similarities and differences in ways of life in different periods.• Learn about changes to the way of life of people since 1945.• Learn about the changes in one aspect (dance) of British life since 1945.• Understand how personal memories can be used to find out about the past.• To identify links and connections between different aspects of British life since 1945.• Listen to, evaluate and review music across a range of historical periods, including 1950s and 1960s; Use voices expressively and creatively by singing songs.• Use their voices expressively and creatively by singing songs and speaking change and rhymes; listen with concentration to a range of high-quality live and recorded music.• Identify the pulse in pieces of music; join in together.• Listen carefully and develop aural memory.• Know what is meant by pulse or steady beat.• Know how to combine pulse and rhythm.• Know how to create rhythmic patterns based on words and phrases.• Use pulse and rhythm to create an accompaniment for a chant or song. | <p><i>Investigate how our experience of music has changed over the last 50 years. Look into changes in our musical tastes, in the different styles of music and how we experience these inside and outside our homes.</i></p> |



History National Curriculum Coverage

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| | <ul style="list-style-type: none">• Control instruments and sing with others.• Collect visual and other information to help develop ideas, apply experience of materials and processes, including drawing, developing control of tools and techniques.• Compare ideas, methods and approaches in their own and others' work.• Explore and develop ideas.• Create short simple texts that combine words with images; Find and use new and interesting words and phrases.• Speak with clarity and use appropriate intonation when reading and reciting texts. | |
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