



Holy Cross Catholic MAC

History National Curriculum Coverage



Key Stage 1:

National Curriculum Objective	Year Covered	Theme
Changes within living memory. Where appropriate these should be used to reveal aspects of change in national life.	Year 1	How has life changed since our King was born?
	Year 2	Which form of transport changed our world the most? Who were the famous explorers of the past and how and where did they explore?
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).	Year 1	Why was the Great Fire of London so great?
	Year 2	Who were the famous explorers of the past and how and where did they explore?
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, Charles Darwin and Neil Armstrong, William Claxton 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).	Year 1	Who are our heroes?
	Year 2	Where did kings and queens live through time? Who were the famous explorers of the past and how and where did they explore?
Significant historical events, people and places in their own locality.	Year 2	Which form of transport changed our world the most? Where did kings and queens live through time?

Key Stage 2:

National Curriculum Objective	Year Covered	Theme
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Changes in Britain from the Stone Age to the Iron Age. This could include: 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.	Year 3	The Stone Age, Bronze Age or Iron Age: When you prefer to have lived?
The Roman Empire and its impact on Britain. This could include: 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.	Year 4	How did the Roman Empire impact Britain?
Britain’s settlement by Anglo-Saxons and Scots. This could include: Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire; Scots invasions from Ireland to north Britain (now Scotland); Anglo-Saxon invasions, settlements and kingdoms: place names and village life; Anglo-Saxon art and culture; Christian conversion – Canterbury, Iona and Lindisfarne.	Year 5	How did England change during the settlement of the Vikings and Anglo-Saxons?
The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. This could include: Viking raids and invasions; resistance by Alfred the Great and Athelstan, first king of England; further Viking invasions and Danegeld; Anglo-Saxon laws and justice; Edward the Confessor and his death in 1066.	Year 5	How did England change during the settlement of the Vikings and Anglo-Saxons?
A local history study. This could include: 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.	Year 5	How is the history of Britain reflected in our local area?
	Year 6	Why was the Battle of Britain so much more than a Battle for Britain?
A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. This could include: 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 20 th 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.	Year 6	Which Elizabeth should win the award for ‘Best English Monarch’?
	Year 6	How has Crime and Punishment changed in Britain over time?
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.	Year 3	Why was Ancient Egypt such a successful civilisation?
Ancient Greece – a study of Greek life and achievements and their influence on the western world.	Year 4	Can we thank the Greeks for anything in our lives?



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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.	Year 4	Was Medieval Baghdad more advanced than Medieval London?
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