



Corpus Christi Catholic Primary School
 Subject area: History
 Curriculum leader: Miss Howells

Coverage	Significant people (there is a choice within the units).	Great Fire of London British Inventions Florence Nightingale	local study Ancient Egypt 6000BC	Stone, Bronze and Iron Age 3000BC - 750BC Inventions *local study	Ancient Romans 600BC - Ancient Greeks 600AD	AD900 Myths and Legends Vikings 1000
Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge/ understanding of British History	Changes within living memory - used, where appropriate, to reveal changes in national life <i>See also wider world history</i> Local history Significant historical events, people and places in their own locality		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 Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor An aspect or theme of British history that extends pupils' chronological knowledge beyond 1066			
Knowledge/ understanding of Wider World History	Events from beyond living memory that are significant nationally or globally Lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life		The achievements of the earliest civilizations; depth study of one of: <ul style="list-style-type: none"> • Sumer • Indus Valley • Egypt • Shang Dynasty • Ancient Greece – life, achievements, influence Non-European society that contrasts with British history. One of: <ul style="list-style-type: none"> • early Islamic civilizations inc study of Baghdad c 900AD • Mayan civilization c. 900 AD • Benin (west) 			
The ability to	Be aware of the past, using common words & phrases relating to time Fit people/events into chronological framework Identify similarities / differences between periods		Continue to develop chronologically secure knowledge of history <ul style="list-style-type: none"> • Establish clear narratives within and across periods studied • Note connections, contrasts and trends over time • Develop the appropriate use of historical terms • Regularly address and sometimes devise historically valid questions • Understand how knowledge of the past is constructed from a range of sources 			

	<p>Use wide vocabulary of everyday historical terms</p> <p>Ask and answer questions</p> <p>Choose and use from stories and other sources to show understanding</p> <p>Understand some ways we find out about the past</p> <p>Identify different ways in which past is represented</p>	<ul style="list-style-type: none">• Construct informed responses by selecting and organising relevant historical information• Understand that different versions of the past may exist, giving some reasons for this (Not explicitly stated but is natural progression between KS1 and KS3)
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