



History Coverage Map

<u>History Programme of Study</u>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>FOUNDATION STAGE 1</u>						
<i>I can recognise my own immediate family and relations.</i>	F1 Autumn 1/2	F1 Autumn 1/2				
<i>Begin to make sense of their own life-story and family's history.</i>			F1 Spring 1/2	F1 Spring 1/2		
<i>I can remember and talk about significant events in my own experience</i>			F1 Spring 1/2	F1 Spring 1/2		
<i>I can recognise and describe special times or events for family or friends.</i>			F1 Spring 1/2	F1 Spring 1/2		
<u>FOUNDATION STAGE 2</u>						
<i>I can remember and talk about significant events in my own experience.</i>	F2 Autumn 1/2	F2 Autumn 1/2				
<i>I can recognise and describe special times or events for family or friends.</i>			F2 Spring 1/2	F2 Spring 1/2		
<i>Compare and contrast characters from stories, including figures from the past.</i>			F2 Spring 1/2	F2 Spring 1/2		
<i>Comment on images of familiar situations in the past.</i>			F2 Spring 1/2	F2 Spring 1/2		
<i>Understand that some places are special to members of their community.</i>			F2 Spring 1/2	F2 Spring 1/2		



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Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;					F2 Summer 1/2	F2 Summer 1/2
Understand the past through settings, characters and events encountered in books read in class and storytelling.					F2 Summer 1/2	F2 Summer 1/2
<u>KEY STAGE ONE</u>						
Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	KS1 Cycle B	KS1 Cycle A				
Pupils should be taught about events beyond living memory that are significant nationally or globally.					KS1 Cycle B	
Pupils should be taught about 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.						KS1 Cycle B
Pupils should be taught about significant historical events, people and places in their own locality.	KS1 Cycle B					
<u>KEY STAGE TWO</u>						
Pupils should be taught about changes in Britain from the Stone Age to the Iron Age.				Y3/4 Cycle A		
Pupils should be taught about the Roman Empire and its impact on Britain.						Y3/4 Cycle B
Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots.				Y5/6 Cycle A		
Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.					Y5/6 Cycle A	
Pupils should be taught about a local history study.				Y3/4 Cycle A		
Pupils should be taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.		Y5/6 Cycle A		Y5/6 Cycle B		



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Pupils should be taught 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.				Y3/4 Cycle B		
Pupils should be taught about Ancient Greece – a study of Greek life and achievements and their influence on the western world.						Y3/4 Cycle A
Pupils should be taught 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.			Y5/6 Cycle B			