Walton-on-Trent C of E Primary and Nursery School
National Curriculum Coverage for History

EYFS Foundation Skills

	EYFS Area of Learning and Development	Cycle A			Cycle B			Cycle C		
		Autumn The Great Fire of London	**Spring** Changes: Travel & Transport	**Summer** Rosa Parks and Emily Davison	**Autumn** Remembrance Day	**Spring** Changes: Toys	**Summer** Florence Nightingale and Edith Cavell	**Autumn** Changes: School Life	**Spring** Queen Victoria	**Summer** Sir Robert Peel
Communication and Language	Children will:									
	- participate in back-and-forth interactions with familiar adults and peers, on a topic of their choice.									
	- converse in a language rich environment with familiar adults and peers.									
	- build language and vocabulary through quality interactions with adults.									
	- actively engage when listening to a wide range of books, fiction and non-fiction, texts, poems and rhymes.									
	- share their ideas, with support and modelling from key staff.									
	- use a rich range of vocabulary and language structures, elaborating with support from key staff, through conversation, story-telling and role play.									
	EYFS Area of Learning and Development	**Cycle A**			**Cycle B**			**Cycle C**		
		Autumn The Great Fire of London	**Spring** Changes: Travel & Transport	**Summer** Rosa Parks and Emily Davison	**Autumn** Remembrance Day	**Spring** Changes: Toys	**Summer** Florence Nightingale and Edith Cavell	**Autumn** Changes: School Life	**Spring** Queen Victoria	**Summer** Sir Robert Peel
Understanding the World	Children will:									
	- develop an understanding of the physical world.									
	- develop an understanding of their community.									
	- listen to a broad range of stories, non-fictions, rhymes and poems.									
	- develop an understanding of our culturally, socially, technologically and ecologically diverse world.									
	- develop vocabulary and build their knowledge of the world around them.									
	- develop a rich and widening vocabulary.									

LOWER SCHOOL (Year 1 and Year 2)

	Cycle A 2023-2024			Cycle B 2023-2024			Cycle C 2023-2024		
National Curriculum Objectives KS1	**Autumn** **The Great Fire of London**	**Spring** **Changes: Travel & Transport inc. LOCALITY STUDY on brewing**	**Summer** **Rosa Parks and Emily Davison**	**Autumn** **Remembrance Day inc LOCALITY STUDY (Arboretum)**	**Spring** **Changes: Toys**	**Summer** **Florence Nightingale and Edith Cavell**	**Autumn** **Changes: School Life**	**Spring** **Queen Victoria**	**Summer** **Sir Robert Peel inc. LOCALITY STUDY**
Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life									
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]									
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]									
Significant historical events, people and places in their own locality.									

	Upper School - Cycle A			Upper School - Cycle B			Upper School - Cycle C			Year Six		
National Curriculum Objectives	**Autumn** **Stone Age Britain**	**Spring** **Anglo-Saxon Settlement**	**Summer** **Crime and punishment**	**Autumn** **Ancient Egypt**	**Spring** **Roman Army**	**Summer** **Mary Queen of Scots (inc LOCAL)**	**Autumn** **Ancient Greece**	**Spring** **Boudicca**	**Summer** **AS Law and Justice**	**Autumn** **Mayan Civilsations**	**Spring** **Battle of Britain**	**Summer** **Margaret Thatcher (inc LOCAL)**
Changes in Britain from the Stone Age to the Iron Age Examples (non-statutory) 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												
The Roman Empire and its impact on Britain Examples (non-statutory) 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												

Britain's settlement by Anglo-Saxons and Scots Examples (non-statutory) 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												
The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Examples (non-statutory) This could include: ♣ Viking raids and invasion ♣ 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												
A local history study. Examples (non-statutory) ♣ 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.												
A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Examples (non-statutory) ♣ 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												

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												
Ancient Greece – a study of Greek life and achievements and their influence on the western world												
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												