



Clifton's History Curriculum Coverage

| History National Curriculum Expectations KS1 | Year 1 & Year 2 | | | | | |
|--|-----------------|-----------|----------|-----------|-----------|----------|
| | Autumn | Spring | Summer | Autumn | Spring | Summer |
| Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life | Introduce | | | | | |
| 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] | | | | Introduce | | Revisit |
| 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] | | Introduce | Continue | | | |
| Significant historical events, people and places in their own locality. | | | | | Introduce | Continue |

*All coverage is based on using CUSP History Curriculum



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| History National Curriculum Expectations KS2 | Year 3 & Year 4 | | | | | | Year 5 & Year 6 | | | | | |
|---|-----------------|----------|----------|-------|-------|-------|-----------------|----------|----------|-------|-------|-------|
| | AUT | SPR | SUM | AUT | SPR | SUM | AUT | SPR | SUM | AUT | SPR | SUM |
| changes in Britain from the Stone Age to the Iron Age | Intro | Continue | | | | | | | | | | |
| the Roman Empire and its impact on Britain | | Intro | Continue | | | | | | | | | |
| Britain's settlement by Anglo-Saxons and Scots | | | | Intro | | | | | | | | |
| the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor | | | | | Intro | | | | | | | |
| a local history study | | | | | | | | | | | | Intro |
| a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 | | | | | | | | | | Intro | Intro | |
| 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 | | | | | | Intro | | | | | | |
| Ancient Greece – a study of Greek life and achievements and their influence on the western world | | | | | | | Intro | Continue | | | | |
| 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. | | | | | | | | Intro | Continue | | | |

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