

History coverage checker

Key Stage 1			
Statutory requirement	Programme of Study	Covered (Y/N)	Topic(s)/ Lessons
Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Identifying similarities and differences helps us to make comparisons between life now and in the past.	Y	SD H1 MB H3
	Aspects of everyday life include houses, jobs, objects, transport and entertainment.	Y	TTT H1 MB H1
	Life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done.	Y	MB H3 SD H1
Events beyond living memory that are significant nationally or globally	Significant historical events include those that cause great change for large numbers of people. Key features of significant historical events include the date it happened, the people and places involved and the consequences of the event.	Y	LA H4 SS H1
	Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today.	Y	SD H1
	A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years.	Y	MB H2 BLBC H1 TTT H1 LA H1
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	A person who is historically significant has made big changes in their lifetime, has been a good or bad role model, were known in their lifetime, made people's lives better or worse or changed the way people think.	Y	BLBC H2 LA H4
	Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information.	Y	LA H4
	Important individual achievements include great discoveries and actions that have helped many people.	Y	SS H1
Significant historical events, people and places in their own locality.	Stories, pictures and role play are used to help people learn about the past, understand key events and empathise with historical figures.	Y	BLBC
	Commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history.	Y	SD H3

Key Stage 2		
Programme of Study	Covered (Y/N)	Topic(s)/ Lessons
<i>Learn about changes in Britain from the Stone Age to the Iron Age.</i>		
Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming. Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social hierarchy. Iron Age life is defined by the use of metals, including iron, to make stronger, more effective tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life.		TT H2/H3
Tribal communities appeared around 4000 years ago in Britain and supplanted the hunter-gatherer lifestyle. Communities created permanent settlements made up of a number of families, farmed to produce food, made and used pottery, developed tools and weapons and created burial mounds and monuments.		TT H2/H3
The lives of people in the Stone Age, Bronze Age and Iron Age changed and developed over time due to the discovery and use of the materials stone, bronze and iron. These developments made it easier for people to farm, create permanent settlements and protect their land.		TT H2/H3
<i>Learn about Ancient Greece - a study of Greek life and achievements and their influence on the western world.</i>		
The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science, philosophy, art, architecture and theatre.		GM HI/H2
<i>Conduct a local history study.</i>		
National and international historical events, such as wars, invasions, disease, the invention of new technologies and changes in leadership, can have a positive or negative impact on a locality and can shape the beliefs, identity, settlement and culture of people in the locality.		T&R H3 CW H8
Sources of information for a study of a local town or city include primary sources, such as letters, diaries, official documents, artefacts and buildings that were created at the time of specific events, and secondary sources, such as memorial and commemorative plaques, information books and research produced after the event.		UP HI CW H3
<i>Learn about the Roman Empire and its impact on Britain.</i>		
The influences of Roman civilisation on Britain include the building of roads, houses and villas with technology, such as underfloor heating; the building of forts and fortified towns; the use of language and numbers in the form of Roman numerals and the spread of Christianity.		IAW H5
The cause of the Roman invasion of Britain was to gain land, slaves and precious metals, after conquering many other countries to the east of Rome. The consequence of invasion was conflict with the Celtic tribes that lived in Britain. Over time, many people in the east of England became Romanised, living in Roman towns and taking on aspects of Roman culture, such as religion and language. Many people in the west of Britain retained their Celtic characteristics and lifestyle.		IAW HI

<p>Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p>		
<p>The Viking invasion and Anglo-Saxon defence of England led to many conflicts. In AD 878, the Anglo-Saxon king, Alfred the Great, made peace with the Vikings, who settled in Danelaw in the east of England. Over time, the Anglo-Saxons defeated the remaining Viking rulers and the Vikings in England agreed to be ruled by an Anglo-Saxon king.</p>		<p>T&R H2 /H3</p>
<p>Learn about Britain's settlement by Anglo-Saxons and Scots.</p>		
<p>Anglo-Saxons and Scots from Ireland invaded Britain to fight and capture land and goods because the Romans had left. Anglo-Saxons also wanted to find farmland after flooding in Scandinavia. They wanted to make new homes and settlements and eventually settled in kingdoms, first across the south-east and eastern England and then across the whole country. These kingdoms later became the counties of Kent, Sussex, Wessex, Middlesex and East Anglia.</p>		<p>T&R H2 /H3</p>
<p>Learn 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.</p>		
<p>The characteristics of the earliest civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years.</p>		<p>HM HI</p>
<p>Learn 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.</p>		
<p>The characteristics of ancient civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years.</p>		<p>P HI</p>
<p>Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>		
<p>Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life.</p>		<p>CW H3 T&R H3</p>
<p>Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration.</p>		<p>St HI /2 USA HI G&M H6</p>