



**Curriculum *Subject* Coverage – Deerhurst and Apperley C of E
Primary School - Subject History 2019-20
*Learning and living as children of God***

(Ephesians 5:1) (You are God's children whom he loves. Try to be like God)

Year Group	AUT 1	AUT 2	SPR 1	SPR 2	SU 1	SU 2
EYFS	<p>Early Learning Goal - Understanding The World - People and Communities</p> <p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>					
Year 1/2	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life - Circus</p>		<p>Events beyond living memory that are significant nationally or globally (e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)</p> <p>First aeroplane flight- Amy Johnson and Wright Brothers</p>		<p>Significant historical events, people and places in their own locality.</p> <p>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 (e.g. Elizabeth I and Queen Victoria, LS Lowry, Florence Nightingale)</p>	



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Year 3/4	<p>Romans 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</p> <p>The Roman Empire and its impact on Britain Julius Caesar's attempted invasion in 55-54 BC Roman Empire by AD 42 and the power of its army Successful invasion by Claudius and conquest, including Hadrian's Wall 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</p> <p>Possible visit to Gloucester Roman Site.</p>	<p>Changes in Britain from the Stone Age to the Iron Age focusing on Stonehenge, skara brae, farming art, tribal kingdoms, Neolithic hunter-gatherers</p> <p>Possible visit to Stonehenge.</p>	
Year5/6	<p>Study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066.</p> <p><i>This will include:</i></p> <ul style="list-style-type: none"> • <i>Developing a chronologically secure knowledge and understanding of the period from 1837 - 1901 in British history</i> • <i>Noting connections, contrasts and trends over time</i> • <i>Developing the appropriate use of historical terms</i> • <i>Addressing and sometimes devising historically valid questions about change, cause, similarity and difference and</i> 		<p>A non-European society that provides contrasts with British history.</p> <p><i>This will include:</i></p> <ul style="list-style-type: none"> • <i>Developing a chronologically secure knowledge and understanding of world history</i> • <i>Noting connections, contrasts and trends over time</i> • <i>Developing the appropriate use of historical terms</i> • <i>Addressing and sometimes devising historically valid questions about change, cause, similarity and difference and significance</i>



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	<p><i>significance</i></p> <ul style="list-style-type: none">• <i>Constructing informed responses that involve thoughtful selection and organisation of relevant historical information</i>• <i>Understanding how our knowledge of the past is constructed from a range of sources</i>• <i>Understand that different versions of past events may exist and give some reasons for this</i>		<ul style="list-style-type: none">• <i>Constructing informed responses that involve thoughtful selection and organisation of relevant historical information</i>• <i>Understanding how our knowledge of the past is constructed from a range of sources</i>• <i>Understand that different versions of past events may exist and give some reasons for this</i>
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