



Curriculum Subject Coverage – Deerhurst and Apperley
C of E Primary School - Subject History 2020-21
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
<p>KS1 Education Recovery July 2021 document</p> <p>Opportunities for:</p> <p>detailed period-specific knowledge for history</p> <p>Pupils will have the opportunity to situate this knowledge in relation to other significant historical events studied.</p> <p>learning about particular people and places through records and artefacts.</p>						
EYFS New 2021 profile	<p>Early Learning Goal: Past and Present</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class • Understand the past through settings, characters and events encountered in books read in class and storytelling 					
Year 1 Year 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</p>	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life - Circus</p>



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					Queen Victoria, LS Lowry, Florence Nightingale	
<p>KS2 Education Recovery July 2021 document</p> <p>Opportunities for:</p> <p><i>contextualising knowledge for pupils within wider timelines to give pupils a sense of chronology, as well as developing pupils' knowledge of how historians study the past and develop historical arguments</i></p>						
Year 3 Year 4	<p>Stone Age to Iron Age</p> <ul style="list-style-type: none"> • 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 <p>Possible visit to Stonehenge.</p>				<p>Romans</p> <ul style="list-style-type: none"> • 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 <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</p>	



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			Possible visit to Gloucester Roman Site.
Year 5 Year 6	Study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066. The Industrial Revolution		A non-European society that provides contrasts with British history. The Maya