Curriculum Subject Coverage – Deerhurst and Apperley C of E Primary School - Subject History 2022-23 Learning and living as children of God (Ephesians5:1)(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 New EYFS Progile | Early Learning Goal: Past and Present Children at the expected level of development will: 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 | Methods of transport | | Tim Berners-Lee - Engineer | | Significant historical | | | | | |
| | a long time ago - | | and computer scientist. | | events, people and | | | | | |
| Year 2 | steam train/boats - Navy | | Lives of significant | | places: Vasco da Gama - Portuguese | | | | | |
| | Navy | | individuals in the past | | explorer and | | | | | |
| | Changes within living | | marriadais in me past | | Christopher | | | | | |
| | memory | | Compare aspects of life in | | Columbus. | | | | | |
| | , | | different periods - link to | | | | | | | |
| | Significant historical | | buildings and structures. | | Events beyond living | | | | | |
| | events, people and | | | | memory | | | | | |
| | places - Queen Elizabeth | | | | | | | | | |
| Year 3 | | | Anglo-Saxons and Scots | | Ancient Sumer | | | | | |
| Year 4 | | | Britain's settleme | nt by Anglo-Saxons and | The achievements o | f the earliest | | | | |
| | | | Scots | | civilizations – an ove | erview of where | | | | |
| | | | Roman withdrawa | al from Britain in c. AD 410 | and when the first c | ivilizations | | | | |
| | | | and the fall of the | western Roman Empire | appeared and a dep | th study of Ancie | | | | |
| | | | | rom Ireland to north | Sumer. | · | | | | |
| | | | Britain (now Scotl | and) | | | | | | |
| | | | • | sions, settlements and | | | | | | |
| | | | - | names and village life | | | | | | |
| | | | | - | | | | | | |
| | | | Anglo-Saxon art a | nd culture | | | | | | |

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| | | ٠ | Christian conversion – Canterbury, Iona and Lindisfarne | |
|------------------|--|---|--|---|
| Year 5 Year 6 | Ancient Greece A study of Greek life and achievements and their influence on the Western World | | k ti | he Viking and Anglo-Saxon struggle for the ingdom of England to the time of Edward ne Confessor his could include: |
| | | | V R A F | iking raids and invasion esistance by Alfred the Great and thelstan, the first king of England urther Viking invasions and Danegeld nglo-Saxon laws and justice dward the Confessor and his death in |

