

Sunnyside Primary Academy

History National Curriculum Coverage 2023-2025

Year 1 and 2 Cycle A and B						
	Cycle A			Cycle B		
National curriculum History subject content Pupils should be taught about	What is History?	How was school different in the past?	What is a Monarch?	How am I making History	How have toys changed	How did we learn to fly?
Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	✓	✓	✓	✓	✓	✓
Events beyond living memory that are significant nationally or globally			✓			✓
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			✓			✓
Significant historical events, people and places in their own locality.	✓	✓	✓	✓		
National curriculum History aims The national curriculum for history aims to ensure that all pupils:						
know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world		✓	✓		✓	✓
know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind						✓
understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use	✓	✓	✓	✓	✓	✓

them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses						
understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed		✓	✓			✓
gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.		✓	✓	✓	✓	✓

Year 3 and 4 Cycle A and B

	Cycle A			Cycle B		
National curriculum History subject content Pupils should be taught about	How have children's lives changed?	What did the Ancient Egyptians believe?	Unit TBC	British History 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age?	British History 2: Why did the Romans settle in Britain	British History 3: How hard was it to invade and settle in Britain?
changes in Britain from the Stone Age to the Iron Age				✓		
the Roman Empire and its impact on Britain					✓	
Britain's settlement by Anglo-Saxons and Scots						✓
the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor						✓
a local history study	Subject Content UKS2					
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Subject Content UKS2					
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		✓				
Ancient Greece – a study of Greek life and achievements and their influence on the western world	Subject Content UKS2					
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	Subject Content UKS2					
National curriculum History aims The national curriculum for history aims to ensure that all pupils:						

understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed	✓	✓	✓	✓	✓	
gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.	✓	✓	✓	✓	✓	
know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world	✓	✓	✓	✓		
know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind		✓			✓	
gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'	✓	✓	✓	✓	✓	
understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses	✓	✓	✓	✓	✓	

Year 5 and 6 Cycle A and B						
	Cycle A			Cycle B		
National curriculum History subject content Pupils should be taught about	What does the Census tell us about our local area?	What did the Greeks ever do for us?	Unheard Histories: Who should go on a banknote?	Were the Vikings raisers, traders or settlers?	British History 5: What was life like in Tudor England?	British History 6: What was the impact of WW2 on the people of Britain?
changes in Britain from the Stone Age to the Iron Age	Subject Content LKS2					
the Roman Empire and its impact on Britain	Subject Content LKS2					
Britain's settlement by Anglo-Saxons and Scots	Subject Content LKS2					
the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor				✓		
a local history study	✓					
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066					✓	✓
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						
Ancient Greece – a study of Greek life and achievements and their influence on the western world		✓				
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			✓			
National curriculum History aims The national curriculum for history aims to ensure that all pupils:						
understand the methods of historical enquiry, including how evidence is used rigorously to	✓	✓	✓	✓	✓	✓

make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed						
gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.	✓	✓	✓	✓	✓	✓
know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world				✓	✓	✓
know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind		✓	✓			✓
gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'		✓	✓	✓	✓	
understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses	✓	✓	✓	✓	✓	✓