**Subject Long-term coverage overview 2022-23**
Subject: **History**

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| **Year group** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **R** **Early** **Learning Goals** **Ongoing provision** | **Understanding the World: Past and Present**All about me – change and chronologyTalk about the lives of people around them and their roles in society | **Understanding the World: Past and Present**Cultural celebrations:Bonfire NightRemembrance Day | **Understanding the World: Past and Present**Know some similarities and differences between things in the past and now | **Understanding the World: Past and Present**Women’s History Month:Amelia EarhartFrieda Kahlo | **Understanding the World: Past and Present**How has farming changed? Understand the past through settings, characters and events encountered in books and storytelling | **Understanding the World: Past and Present**What does it mean to lose something special and say goodbye?Draw upon their own experiences of the past and now |
| **Year 1** |  | **The Gunpowder Plot**Events beyond living memory that are significant nationally or globally. |  | **The History of Toys**Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.**Interview with family members about toys they had in the past** | **The History of the Seaside**Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.**Trip to West Wittering Beach** |  |
| **Year 2** |  | **The Great Fire of London**Events beyond living memory that are significant nationally or globally.**Drama workshop about The Great Fire of London** |  | **Florence Nightingale and Mary Seacole**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.**Drama workshop about Mary Seacole** |  | **The History of Grayshott (including our school)**Significant historical events, people and places in their own locality.**Trip to Grayshott Village** |
| **Year 3** | **The Stone Age and Iron Age**Changes in Britain from the Stone Age to the Iron Age. |  |  | **The Romans**The Roman Empire and its impact on Britain.**Trip to Fishbourne Roman Palace** |  |  |
| **Year 4** |  | **Ancient Egypt** 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.**Visit from Haslemere Museum** |  |  | **Anglo-Saxons**Britain’s settlement by Anglo-Saxons and Scots.**Trip to Butser Farm** | **Vikings**The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. |
| **Year 5** | **The Highwayman and the Devil’s Punchbowl**A local history study.**Trip to the Devil’s Punchbowl** |  | **The Mayan Civilization**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. |  |  |  |
| **Year 6** |  | **World War 2**A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.**Residential trip to Henley Fort** | **Ancient Greece**Ancient Greece – a study of Greek life and achievements and their influence on the western world. |  |  |  |