HISTORY NATIONAL CURRICULUM COVERAGE

Woodside Primary School & Nursery • Key Stage 1 and Key Stage 2

Purpose: This matrix maps the statutory History National Curriculum statements against the school's units of work. A ✓ indicates clear, explicit coverage in the unit; a – indicates that the supplied unit does not provide clear direct coverage.

✓ Explicit coverage – No clear direct coverage

KEY STAGE 1 – NATIONAL CURRICULUM COVERAGE

National Curriculum statement	Y1 Grandparents	Y1 Columbus & Armstrong	Y2 Great Fire	Y2 History of Dudley
	Year 1		Year 2	
Changes within living memory – where appropriate, reveal aspects of change in national life.	✓	–	–	–
Events beyond living memory that are significant nationally or globally.	–	–	✓	–
Lives of significant individuals in the past who have contributed to national and international achievements.	–	✓	✓	✓
Significant historical events, people and places in their own locality.	–	–	–	✓
Awareness of the past; use common words and phrases relating to the passing of time; place people/events within a chronological framework; identify similarities and differences between ways of life.	✓	✓	✓	✓
Use a wide vocabulary of everyday historical terms; ask and answer questions using stories and other sources; understand some ways we find out about the past and identify different representations.	✓	✓	✓	✓

KEY STAGE 2 – NATIONAL CURRICULUM COVERAGE

National Curriculum statement	Y3 Stone–Iron	Y3 Roman	Y4 Anglo-Saxons	Y4 Egypt	Y5 Greece	Y5 Viking/AS	Y5 Local Woodside	Y6 Crime	Y6 Maya
	Year 3		Year 4		Year 5			Year 6	
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 – a study over time tracing how several aspects of national history are reflected in the locality.	–	–	–	–	–	–	✓	–	–
An aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	–	–	–	–	–	–	✓	✓	–
The achievements of the earliest civilizations – an overview and a depth study of Ancient Egypt.	–	–	–	✓	–	–	–	–	–
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 – Maya civilization c. AD 900.	–	–	–	–	–	–	–	–	✓
Develop a chronologically secure knowledge and understanding of British, local and world history; establish clear narratives within and across periods.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Note connections, contrasts and trends over time and develop appropriate use of historical terms.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Regularly address and sometimes devise historically valid questions about change, cause, similarity, difference and significance.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Construct informed responses that involve thoughtful selection and organisation of relevant historical information.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Understand how knowledge of the past is constructed from a range of sources.	✓	✓	✓	✓	✓	✓	✓	✓	✓