## **Condover Church of England Primary School**

## Love Each Other and Know We Are Loved

Love Forgiveness Trust



## CONDOVER CE PRIMARY SCHOOL HISTORY COVERAGE AND PROGRESSION

## History progression Cycle 1 – 3 (2019 -2022) Condover

	Reception 19/20	)		Year 1 20/21			Year 2 21/22	
Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Dinosaurs	Journeys and	Woodland	Farming	Great Fire of	Seasides	Shrewsbury	Queen Victoria	I am a
	Transport			London				Scientist
What are our		How have I	Changes		Changes	significant	the lives of	
favourite	Changes in	changed since	within living	Events	within living	historical	significant	Events
celebrations	transport.	I was a baby?	memory-	beyond living	memory-	events,	individuals in	beyond living
each year?			reveal aspects	Memory that	reveal aspects	people	the past who	Memory that
			of change in	are	of change in	and	have	are
			national life	significant	national life	places in	contributed to	significant
				nationally or		their own	national and	nationally or
			Know the	globally		locality.	international	globally
			main		Know that the		achievements.	
			differences	Name a	toys their	A local history	Some should	
			between their	famous	grandparents	study of	be used to	

Younger Year 1 19/20			Year 2 20/21			Year 3 21/22		
Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer

Dinosaurs	Journeys and	Woodland	Farming	Great Fire of	Seasides	Food and	Stone Age	Rivers
	Transport			London		Nutrition		
What are our		How have I	Changes		Changes		Stone Age	Britain's
favourite celebrations	Changes in	changed since	within living	Events	within living	the	changes in	settlement by
each year?	transport.	I was a baby?	memory-	beyond living	memory-	achievements	Britain from	Anglo-Saxons
			reveal	Memory that	reveal	of the earliest	the Stone	and Scots
			aspects of	are	aspects of	civilizations –	Age to the	
			change in	significant	change in	an overview	Iron Age	
			national life	nationally or	national life	of where and		A history
				globally		when the first		study of
						civilizations	A history	settlement by
				Name a	Know that	appeared and	study of the	the Anglo-
				famous	the toys their	a depth study	Stone Age to	Saxons and
			Know the	person from	grandparents	of one of the	the Iron	Scots.
			main	the past and	played with	following:	Age.	
			differences	explain why	were	Ancient		
			between	they are	different to	Sumer; The		
			their school	famous	their own	Indus Valley;		
			days and			Ancient		
			that of their			Egypt; The		
			grandparents	Great Fire of		Shang		
				London		Dynasty of		
						Ancient China		
						A study of		
						Ancient Egypt		

Older Year 1 19/20				Year 2 20/21		Year 3 21/22			
Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	
Condover	Castles	Gardens	Farming	Great Fire of London	Seasides	Food and Nutrition	Stone Age	Rivers	
changes within living memory.	the lives of significant	significant historical	Changes within living		Changes within living		Stone Age	Britain's settlement by	

Where	individuals in	events,	memory-	Events	memory-	the	changes in	Anglo-Saxons
	the past who	•	reveal	beyond living	reveal	achievements	Britain from	and Scots
appropriate, these should be	=	people						and scots
	have	and	aspects of	Memory that	aspects of	of the earliest	the Stone	
used to reveal	contributed to	places in	change in	are	change in	civilizations –	Age to the	A history
aspects of	national and	their own	national life	significant	national life	an overview	Iron Age	study of
change in	international	locality.		nationally or		of where and		settlement by
national life	achievements.			globally		when the	A history	the Anglo-
	Some should		Know the		Know that	first	study of the	Saxons and
	be used to		main	Name a	the toys their	civilizations	Stone Age to	Scots.
significant historical	compare		differences	famous	grandparents	appeared and	the Iron Age.	
events, people	aspects of life		between	person from	played with	a depth study		
and places in	in different		their school	the past and	were	of one of the		
their own	periods		days and	explain why	different to	following:		
locality.	P		that of their	they are	their own	Ancient		
iocancy.			grandparents	famous	lineii ovvii	Sumer; The		
			granaparents	Tarrious		Indus Valley;		
				Great Fire of		Ancient		
				London		Egypt; The		
						Shang		
						Dynasty of		
						Ancient China		
						Ancient Egypt		

Yo	unger Year 2 19/20			Year 3 20/21		Year 4 21/22		
Autumn	mn Spring Summer		Autumn	Spring	Summer	Autumn	Spring	Summer
Condover	Castles	Gardens	London	Forces and	Vikings	Food and	Stone Age	Rivers
				Magnets		Nutrition		Britain's
changes within	the lives of	significant	A study of an		The Viking		changes in	
living memory.	significant	historical	aspect or	a non-	and Anglo	the	Britain from	settlement
Where	individuals in	events,	theme in	European	Saxon	achievements	the Stone	by Anglo-
appropriate,	the past who	people	British	society that	struggle for	of the earliest	Age to the	Saxons and
these should be	have	and	History that	provides	the kingdom	civilizations –	Iron Age	Scots

used to reveal aspects of change in	contributed to national and international	places in their own locality.	extend pupils' knowledge	contrasts with British history –	of England to the time of Edward	an overview of where and when the	
national life	achievements. Some should be used to		beyond 1066 Great Plague	Benin (West Africa) c. AD 900-1300.	the Confessor	first civilizations appeared and	
events, people and places in their own	compare aspects of life in different periods		of London			a depth study of one of the following: Ancient	
locality.						Sumer; The Indus Valley; Ancient	
						Egypt; The Shang Dynasty of Ancient China	
						Ancient Egypt	

	Older Year 2 19/20		Year 3 20/21				Year 4 21/22	
Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Condover	Castles	Gardens	London	Forces and	Vikings	Materials	Mountains	Ancient
				Magnets				Greece
changes within	the lives of	significant	A study of an		The Viking	the	the Roman	
living	significant	historical	aspect or	a non-	and Anglo	achievements	Empire and	Ancient
memory.	individuals in	events,	theme in	European	Saxon	of the earliest	its impact on	Greece – a
Where	the past who	people and	British	society that	struggle for	civilizations –	Britain	study of
appropriate,	have	places in their	History that	provides	the kingdom	an overview		Greek life and
these	contributed to	own locality.	extend	contrasts	of England	of where and	Hannibal	achievements
should be	national and		pupils'		to the time	when the first		and their

used to	international	knowledge	with British	of Edward	civilizations	influence on
reveal	achievements.	beyond 1066	history –	the	appeared and	the western
aspects of	Some should		Benin (West	Confessor	a depth study	world
change in	be used to	The Great	Africa) c. AD		of one of the	
national life	compare	Plague 1665-	900-1300.		following:	
	aspects of life	66			Ancient	
	in different				Sumer; The	
significant	periods				Indus Valley;	
historical					The Shang	
events,					Dynasty of	
people and					Ancient China	
places in						
their own					The Shang	
locality.					Dynasty of	
					Ancient China	

Υ	ounger Year 3 19,	/20		Year 4 20/21			Year 5 21/22	
Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Food and Nutrition	Stone Age	Rivers	London	Forces and Magnets	Vikings	Materials	Mountains	Ancient Greece
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	changes in Britain from the Stone Age to the Iron Age	Britain's settlement by Anglo- Saxons and Scots	A study of an aspect or theme in British History that extend pupils' knowledge beyond 1066	a non- European society that provides contrasts with British history	The Viking and Anglo Saxon struggle for the kingdom of England to the time of Edward the Confessor	the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study	the Roman Empire and its impact on Britain Hannibal	Ancient Greece – a study of Greek life and achievements and their influence on the western world

Victorians	The Great	Benin (West	of one of the	
	Plague 1665-	Africa) c. AD	following:	
	66	900-1300.	Ancient	
			Sumer; The	
			Indus Valley;	
			The Shang	
			Dynasty of	
			Ancient China	
			The Shang	
			Dynasty of	
			Ancient China	

Older Year 3 19/20			Year 4 20/21			Year 5 21/22		
Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Food and Nutrition	Stone Age	Rivers	London	Forces and Magnets	Vikings	Population	Evolution	Industrial Revolution
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Victorians	changes in Britain from the Stone Age to the Iron Age	Britain's settlement by Anglo-Saxons and Scots	A study of an aspect or theme in British History that extend pupils' knowledge beyond 1066  The Great Plague 1665-66	a non- European society that provides contrasts with British history - Benin (West Africa) c. AD 900-1300.	The Viking and Anglo Saxon struggle for the kingdom of England to the time of Edward the Confessor	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)	a local history study  A study of Charles Darwin	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066  A study of the Industrial Revolution and the significance of Ironbridge.

		c. AD 900- 1300.	
		Mayan	

Younger Year 4 19/20			Year 5 20/21			Year 6 21/22		
Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
			Autumn London  A study of an aspect or theme in British History that extend pupils' knowledge beyond 1066  The Great Plague 1665-66		Summer Vikings The Viking and Anglo Saxon struggle for the kingdom of England to the time of Edward the Confessor	Population  a non- European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of		Industrial Revolution  a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066  A study of the
						Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900- 1300.		Industrial Revolution and the significance of Ironbridge.

Older Year 4 19/20		Year 5 20/21			Year 6 21/22			
Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Minibeasts  A focus on Remembrance and WWII	Earthquakes the Roman Empire and its impact on Britain	Tudors  a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	America A non- European society that provides contrast with British History  The history of Native Americans	A study of an aspect or theme which extends pupils chronological knowledge beyond 1066	The Living World ? Life work and times of Sir David Attenborough and where do we go from here?	Population 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.	Evolution a local history study  Charles Darwin	Industrial Revolution a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066  A study of the Industrial Revolution and the significance of Ironbridge.