

Curious-city, NC coverage per subject, 4.0 AWGS



National Curriculum 2014 coverage within Curious-city™ enquiries

KS1		Y1							Y2											
<b>History</b>																				
<b>Historical understanding</b>	develop an awareness of the past, using common words and phrases relating to the passing of time																			
	know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods																			
	use a wide vocabulary of everyday historical terms																			
	ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events																			
<b>Historical knowledge</b>	understand some of the ways in which we find out about the past																			
	identify different ways in which it is represented																			
	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 [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]																			
	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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]																			
	significant historical events, people and places in their own locality																			

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KS2		Y3			Y4			Y5			Y6									
<b>History</b>																				
<b>Historical understanding</b>	continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study																			
	note connections, contrasts and trends over time and develop the appropriate use of historical terms																			
	regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance																			
	construct informed responses that involve thoughtful selection and organisation of relevant historical information																			
<b>Historical knowledge</b>	understand how our knowledge of the past is constructed from a range of sources																			
	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 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																				

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