

**YEALAND CHURCH OF ENGLAND SCHOOL: ROBIN CURRICULUM CYCLE B  
HISTORY- CONTENT AND SKILLS COVERAGE**

<b>AUTUMN 1</b>	<b>AUTUMN 2</b>
<p style="text-align: center;"><b>Happy Families</b></p> <p><b>National Curriculum Content:</b></p> <ul style="list-style-type: none"> <li>significant historical events, people and places in their own locality- <b>(The Gillow family at Leighton Hall and the History of Household objects)</b></li> </ul> <p><b>Dimensions Skills:</b> Hi1, Hi2, Hi3, Hi5, Hi6 Hi7, Hi8, Hi10, Hi11, Hi12, Hi13, Hi14</p>	<p style="text-align: center;"><b>Into the Unknown</b></p> <p><b>National Curriculum Content:</b></p> <ul style="list-style-type: none"> <li>events beyond living memory that are significant nationally or globally – The first moon landing; The discovery of the Americas.</li> <li>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 <b>(Christopher Columbus and Neil Armstrong)</b></li> </ul> <p><b>Dimensions Skills:</b> Hi1, Hi2, Hi3, Hi4, Hi5, Hi6 Hi7, Hi8, Hi9, Hi10, Hi11, Hi12, Hi13, Hi14</p>
<p><b>Connections:</b></p>	<p><b>Connections:</b></p>
<b>SPRING 1</b>	<b>SPRING 2</b>
<p style="text-align: center;"><b>Wheelie Good</b></p> <p><b>National Curriculum Content:</b></p> <ul style="list-style-type: none"> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. <b>(History of transport)</b></li> </ul> <p><b>Dimensions Skills:</b> Hi1, Hi3, Hi5, Hi6 Hi7, Hi8, Hi10, Hi12, Hi13, Hi14</p>	<p style="text-align: center;"><b>Two Extremes</b></p> <p><b>National Curriculum Content:</b></p> <p><b>Dimensions Skills:</b></p>
<p><b>Connections:</b> Into the Unknown- transport used by explorers.</p>	<p><b>Connections:</b></p>

**YEALAND CHURCH OF ENGLAND SCHOOL: ROBIN CURRICULUM CYCLE B**  
**HISTORY- CONTENT AND SKILLS COVERAGE**

<b>SUMMER 1</b>	<b>SUMMER 2</b>
<p style="text-align: center;"><b>Where the Wild Things Go</b></p> <p><b>National Curriculum Content:</b></p>   <p><b>Dimensions Skills:</b></p>	<p style="text-align: center;"><b>Going for Gold</b></p> <p><b>National Curriculum Content:</b></p> <ul style="list-style-type: none"> <li>• use 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] <b>(Comparison to London 2012)</b></li> </ul> <p><b>Dimensions Skills:</b></p> <p>Hi1, Hi2, Hi3, Hi4, Hi5, Hi6            Hi7, Hi9, Hi10, Hi11, Hi12, Hi13, Hi14</p>
<p><b>Connections:</b></p>	<p><b>Connections:</b></p>

**History:**

**Pupils should be taught:**

- 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.