



History

National Curriculum

Aims	Attainment targets
<p>The national curriculum for history aims to ensure that all pupils:</p> <ul style="list-style-type: none">• know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world• know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind• gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’• understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses• understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed• gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.	<p>By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.</p>

“Participate, excel, take pride!”



Pupils should be taught about:	
KS1	KS2
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age. This could include: <ul style="list-style-type: none"> ○ late Neolithic hunter-gatherers and early farmers, for example, Skara Brae ○ Bronze Age religion, technology and travel, for example, Stonehenge ○ Iron Age hill forts: tribal kingdoms, farming, art and culture • the Roman Empire and its impact on Britain. This could include: <ul style="list-style-type: none"> ○ Julius Caesar’s attempted invasion in 55-54 BC ○ the Roman Empire by AD 42 and the power of its army ○ successful invasion by Claudius and conquest, including Hadrian’s Wall ○ British resistance, for example, Boudica ○ ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity History • Britain’s settlement by Anglo-Saxons and Scots. This could include: <ul style="list-style-type: none"> ○ Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire ○ Scots invasions from Ireland to north Britain (now Scotland) ○ Anglo-Saxon invasions, settlements and kingdoms: place names and village life ○ Anglo-Saxon art and culture ○ Christian conversion – Canterbury, Iona and Lindisfarne • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. This could include: <ul style="list-style-type: none"> ○ Viking raids and invasion ○ resistance by Alfred the Great and Athelstan, first king of England ○ further Viking invasions and Danegeld ○ Anglo-Saxon laws and justice ○ Edward the Confessor and his death in 1066 • 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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