

History Curriculum

Purpose of study

A high quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think carefully, think critically, weigh evidence, sift arguments and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

The National Curriculum for History aims to ensure that all pupils:

- Know and understand the history of these islands as a coherent 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 the significant aspects of 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.

Attainment Targets

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.

Subject content

Key Stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use the wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.

They should understand some of the ways in which we find out about the past and identify the different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below,

Teachers may introduce pupils to historical periods that they will study more fully at Key Stage 2 and 3.

Pupils should be taught about:

- 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 or 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.

Key Stage 2

Pupils should 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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of content.

Pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age
This could include:
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
Julias Caesar's attempted invasion in 55-54BC
The Roman Empire by AD42 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
- Britain's settlement by Anglo-Saxons and Scots
This could include:
Roman withdrawal from Britain in CAD410 and the fall of the western Roman Empire
Scots' invasion from Ireland to north Britain (now Scotland)

Anglo-Saxon invasions, settlements and kingdoms: places 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:

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

For example:

A depth of study linked to one of the British areas of study listed above

A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)

A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality

- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

For example:

The changing power of monarchs, using case studies such as John, Anne and Victoria

Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th century

The legacy of Greek and Roman culture (art, architecture or literature) on later periods in British history, including the present day

A significant turning point in British history (for example, the first railways or the Battle of Britain)

- The achievements of the earliest civilisations - an overview of where and when the first civilisations appeared and a depth of 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 civilisation, including a study of Baghdad c AD900; Mayan civilisation c AD900; Benin (West Africa) c AD 900-1300.

