

HISTORY - KS1

KS1

- Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.
- They should 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.
- They should use a 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 different ways in which it is represented

In planning to ensure the progression through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3

Year 1

Throughout the year	<ul style="list-style-type: none"> • Changes within living memory (national life)
	<ul style="list-style-type: none"> • Significant historical events (ways of life) people and places in their own locality

Year 2

Throughout the year	<ul style="list-style-type: none"> • Significant people 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]
	<ul style="list-style-type: none"> • Events beyond living memory (significant nationally and globally) • For example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries

HISTORY - KS2

KS2

- 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 – **History topics in KS2 will be taught in chronological order – Not just British History but the Ancient Civilisations too (the local history and non European studies in year 6 will not necessarily continue the teaching of chronological order)**
- 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.

Year 3

AUTUMN	<ul style="list-style-type: none"> • Stone Age (Changes in Britain from stone age to iron age) • late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
SPRING	<ul style="list-style-type: none"> • 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 • Study will be of Ancient Egypt
SUMMER	<p style="text-align: center;">Bronze and Iron Age (Changes in Britain from stone age to iron age)</p> <ul style="list-style-type: none"> • Bronze Age religion, technology and travel, for example, Stonehenge • Iron Age hill forts: tribal kingdoms, farming, art and culture

Note there are only two topics for the year to allow for a more in depth study

Year 4

AUTUMN/SPRING	<p>Ancient Greece</p> <ul style="list-style-type: none"> • Ancient Greece – a study of Greek life and achievements and their influence on the western world
SPRING/SUMMER	<p>The Roman Empire and its impact on Britain</p> <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

Note there are only two topics for the year to allow for a more in depth study

Year 5

AUTUMN/SPRING	<p>Britain's settlement by Anglo Saxons and Scots (Before Alfred the Great)</p> <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
SPRING/SUMMER	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <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

Note not all year 6 history topics fit the pattern of chronological order

Year 6

AUTUMN	<p>A Local History study - for example Hitchin Market, The Lavender fields, British Schools museum (Victorians) and the River Hiz</p> <ul style="list-style-type: none"> • a depth 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.
SPRING	<p>Post 1066 – a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Examples</p> <ul style="list-style-type: none"> • <i>the changing power of monarchs using case studies such as John, Anne and Victoria</i> • <i>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</i> • <i>the legacy of Greek or Roman culture (art, architecture or literature) on later</i> • <i>periods in British history, including the present day</i> • <i>a significant turning point in British history, for example, the first railways or the Battle of Britain</i>
SUMMER	<p>A non European Society</p> <ul style="list-style-type: none"> • 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.