**National Curriculum Programmes of Study**

**History - Year 1 & Year 2**

|  |  |
| --- | --- |
| KS1 History Pupils should be taught: | |
| Hi1/1.1    changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life |  |
| Hi1/1.2    events beyond living memory that are significant nationally or globally                  *e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries* |  |
| Hi1/1.3    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  *e.g. 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 and Edith Cavell* |  |
| Hi1/1.4    significant historical events, people and places in their own locality |  |

**History - Year 3**

|  |  |
| --- | --- |
| **Hi2/1.1    Pre-Roman Britain**  **(Light Touch)** | |
| Pupil 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 |  |

|  |  |
| --- | --- |
| **Hi2/1.2    Roman Britain**  **Local History Study** | |
| Pupil should be taught about the Roman empire and its impact on Britain | |
| This could include:  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 |  |

|  |  |
| --- | --- |
| **Key Skills** | |
| Chronology:  place the time studied on a time line  sequence events or artefacts  use dates related to the passing of time |  |
| Range and Depth of Historical Knowledge:  find out about everyday lives of people in time studied  compare with our life today  identify reasons for and results of people’s actions  understand why people may have had to do something |  |
| Interpretations of History:  identify and give reasons for different ways in which the past is represented  distinguish between different sources and evaluate their usefulness  look at representations of the period – museum, cartoons, etc. |  |
| Historical Enquiry:  use a range of sources to find out about a period  observe small details – artefacts, pictures  select and record information relevant to the study  begin to use the library, e-learning for research  ask and answer questions |  |
| Organisation and Communication:  communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama |  |

**National Curriculum Programmes of Study**

**History - Year 4**

|  |  |
| --- | --- |
| **Hi2/1.3    Anglo-Saxons & Scots** | |
| Pupil should be taught about Britain’s settlement by Anglo-Saxons and Scots | |
| *This could include:*  *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* |  |

|  |  |
| --- | --- |
| **Hi2/1.8    Ancient Greece** | |
| a study of Greek life and achievements and their influence on the western world |  |

|  |  |
| --- | --- |
| **Key Skills** | |
| Chronology:  place events from period studied on a time line  use terms related to the period and begin to date events  understand more complex terms e.g. BC/AD |  |
| Range and Depth of Historical Knowledge:  use evidence to reconstruct life in time studied  identify key features and events  look for links and effects in time studied  offer a reasonable explanation for some events |  |
| Interpretations of History:  look at the evidence available  begin to evaluate the usefulness of different sources  use of text books and historical knowledge |  |
| Historical Enquiry:  use evidence to build up a picture of a past event  choose relevant material to present a picture of one aspect of life in time past  ask a variety of questions  use the library, e-learning for research |  |
| Organisation and Communication:  select data and organise it into a data file to answer historical questions  know the period in which the study is set  display findings in a variety of ways  work independently and in groups |  |

**National Curriculum Programmes of Study**

**History - Year 5**

|  |  |
| --- | --- |
| **Hi2/1.4    Anglo-Saxons & Vikings** | |
| Pupil should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor | |
| *This could include:*   1. *Viking raids and invasion* 2. *resistance by Alfred the Great and Athelstan, first king of England* 3. *further Viking invasions and Danegeld* 4. *Anglo-Saxon laws and justice* 5. *Edward the Confessor and his death in 1066* |  |

|  |
| --- |
| **Hi2/2.3    Ancient Sumer** |
| Pupils should be taught an overview of where and when the first civilizations appeared and an in depth study of Ancient Sumer and the achievements of this ancient civilisation |

|  |  |
| --- | --- |
| **Key Skills** | |
| Chronology:  know and sequence key events of time studied  use relevant terms and periods labels  relate current studies to previous studies  make comparisons between different times in history |  |
| Range and Depth of Historical Knowledge:  study different aspects of life of different people – differences between men and women  examine causes and results of great events and the impact on people  compare life in early and late times studied  compare an aspect of life with the same aspect in another period |  |
| Interpretations of History:  compare accounts of events from different sources. Fact or fiction  offer some reasons for different versions of events |  |
| Historical Enquiry:  begin to identify primary and secondary sources  use evidence to build up a picture of life in time studied  select relevant sections of information  confident use of library, e-learning, research |  |
| Organisation and Communication:  fit events into a display sorted by theme time  use appropriate terms, matching dates to people and events  record and communicate knowledge in different forms  work independently and in groups, showing initiative |  |

**National Curriculum Programmes of Study**

**History - Year 6**

|  |  |
| --- | --- |
| **Hi2/2.1    Local History** | |
| Pupils should be taught about an aspect of local history | |
| *For example:*   1. *a depth study linked to one of the British areas of study listed above* 2. *a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)* 3. *a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality* |  |

|  |
| --- |
| Hi2/2.5    Non-European Study |
| Pupils should be taught about a non-European society that provides contrasts with British history -  Mayan civilization c. AD 900 |

|  |  |
| --- | --- |
| **Key Skills** | |
| Chronology:  place current study on time line in relation to other studies  use relevant dates and terms (POs)  sequence up to ten events on a time line |  |
| Range and Depth of Historical Knowledge:  find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings  compare beliefs and behaviour with another period studied  write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation  know key dates, characters and events of time studied |  |
| Interpretations of History:  link sources and work out how conclusions were arrived at  consider ways of checking the accuracy of interpretations – fact or fiction and opinion  be aware that different evidence will lead to different conclusions  confident use of the library etc. for research |  |
| Historical Enquiry:  recognise primary and secondary sources  use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out  bring knowledge gathering from several sources together in a fluent account |  |
| Organisation and Communication:  select aspect of study to make a display  use a variety of ways to communicate knowledge and understanding including extended writing  plan and carry out individual investigations |  |