

The national curriculum for history aims to ensure that all pupils:

- ♣ 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.

History Curriculum

	A1	A2	Sp1	Sp2	S1	S2
3 and 4 year olds	Begin to make sense of their own life-story and family's history.					
Reception	<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>					
ELG	<p>Talk about the lives of people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>					
Y1	<p>Toys</p> <p>Changes within living memory</p>			<p>Great Fire of London</p> <p>Events beyond living memory that are significant nationally or globally</p>		<p>Nurturing Nurses</p> <p>The lives of significant Individuals in the past who have contributed to national and international achievements</p> <p>Local history: Sister Dora</p>
Y2	<p>Street Detectives Unit</p> <p>Historical events within their own locality</p> <p>Local history: Pat Collins</p>	<p>WW1</p> <p>Events beyond living memory that are significant nationally or globally</p>		<p>Kings and Queens</p> <p>The lives of significant Individuals in the past who have contributed to national and international achievements</p>		
Y3		<p>Ancient Greece</p> <p>A study of Greek life and</p>			<p>Ancient Rome</p>	<p>Riotous Royals</p> <p>A study of an aspect or theme in British</p>

History Curriculum

		achievements and their influence on the western world			The Roman Empire and its Impact on Britain	history that extends pupils' chronological knowledge beyond 1066
Y4	The Railways A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Stone Age To Iron Age Changes in Britain from the Stone Age to the Iron Age	Vikings and Anglo Saxons The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor			
Y5	Ancient Egypt The achievements of the earliest civilizations		Anglo Saxons and Scots Britain's settlement by Anglo Saxons and Scots			Mayan Civilisation A non-European society that provides contrasts with British history
Y6	Leisure and Entertainment A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	WW2 A Local History Study				

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.

KS2

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

History Curriculum

- They should understand how our knowledge of the past is constructed from a range of sources.
- Teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.