

# HISTORY

## KS1

Pupils should be taught to:

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*

Hi1/1.3 significant historical events, people and places in their own locality.

## KS2

### **Hi2/1.1 Pre-Roman Britain**

Pupils should be taught about changes in Britain from the Stone Age to the Iron Age

*This could include:*

- a. *late Neolithic hunter-gatherers and early farmers, for example, Skara Brae*
- b. *Bronze Age religion, technology and travel, for example, Stonehenge*
- c. *Iron Age hill forts: tribal kingdoms, farming, art and culture*

### **Hi2/1.2 Roman Britain**

Pupils should be taught about the Roman empire and its impact on Britain

*This could include:*

- a. *Julius Caesar's attempted invasion in 55-54 BC*
- b. *the Roman Empire by AD 42 and the power of its army*
- c. *successful invasion by Claudius and conquest, including Hadrian's Wall*
- d. *British resistance, for example, Boudica*
- e. *"Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity*

### **Hi2/1.3 Anglo-Saxons & Scots**

Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots

*This could include:*

- a. *Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire*
- b. *Scots invasions from Ireland to north Britain (now Scotland)*
- c. *Anglo-Saxon invasions, settlements and kingdoms: place names and village life*
- d. *Anglo-Saxon art and culture*
- e. *Christian conversion – Canterbury, Iona and Lindisfarne*

## Hi2/1.4 Anglo-Saxons & Vikings

Pupils 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:*

- a. *Viking raids and invasion*
- b. *resistance by Alfred the Great and Athelstan, first king of England*
- c. *further Viking invasions and Danegeld*
- d. *Anglo-Saxon laws and justice*
- e. *Edward the Confessor and his death in 1066*

## Hi2/2.1 Local History

Pupils should be taught about an aspect of local history

*For example:*

- a. *a depth study linked to one of the British areas of study listed above*
- b. *a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)*
- c. *a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.*

## Hi2/2.2 Extended chronological study

Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

*For example:*

- a. *the changing power of monarchs using case studies such as John, Anne and Victoria*
- b. *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*
- c. *the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day*
- d. *a significant turning point in British history, for example, the first railways or the Battle of Britain*

## Hi2/2.3 Ancient Civilizations

Pupils should be taught about 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:

- a. Ancient Sumer;
- b. The Indus Valley;
- c. Ancient Egypt; or
- d. The Shang Dynasty of Ancient China

## **Hi2/2.4 Ancient Greece**

Pupils should be taught a study of Greek life and achievements and their influence on the western world

## **Hi2/2.5 Non-European Study**

Pupils should be taught about a non-European society that provides contrasts with British history - one study chosen from:

- a. early Islamic civilization, including a study of Baghdad c. AD 900;
- b. Mayan civilization c. AD 900; or
- c. Benin (West Africa) c. AD 900-1300