



History



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 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, 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.

Year 1

Pupils should be taught to:

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.

Historical Study

- Identify old and new from pictures
- Use stories as sources for answering questions about the past
- Observe and handle artefacts and use this to ask and answer questions

Historical Knowledge and Awareness

- Develop a simple awareness of the past
- Tell stories from the past
- Recognise a past and a present in their own and other people's lives
- Identify some things from their own past
- Identify some differences between past and present
- Know some of the main events and people studied in a topic
- Show some understanding of aspects of the past beyond living memory

Chronology and Change

- Use simple words and phrases to describe the past—after, before, between
- Understand about time passing through birthdays
- Arrange objects in order of their age
- Begin to use very simple timelines to order some recent events
- Understand BC and AD

Year 1 continued

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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.

Changes within living memory.

- Where appropriate, these should be used to reveal aspects of change in national life (**Homes and houses, Seaside holidays**)

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.] (**Guy Fawkes and Gunpowder Plot.**)

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. [For example, Elizabeth I & 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 & Edith Cavell.]

Significant historical events, people and places in their own locality.

(50th Anniversary of EHPA in 2014, 100th Anniversary of WW1.)

Year 2

Pupils should be taught to:

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.

Historical Study

- Identify old and new from artefacts
- Use pictures and artefacts for answering questions about the past
- Use a range of simple sources to devise historical questions
- Summarise their learning into short sentences
- Ask questions about what they have heard or seen

Historical Knowledge and Awareness

- Retell stories they have heard about the past
- Pick out the main elements of stories they have heard about the past
- Discuss what they have enjoyed most about stories from the past
- Explain what they think is important about the past and explain reasons why
- Identify any important changes which happened at the time being studied

Chronology and Change

- Use more complex phrases to describe time—a long time ago, centuries ago
- Sort recent historical studies into a broad time order
- Recognise some reasons for the changes between the time being studied and now

Year 2 continued

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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.

Changes within living memory.

- Where appropriate, these should be used to reveal aspects of change in national life **(50th Anniversary of EHPA in 2014.)**

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 Great Plague.)**

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. [For example, **Elizabeth I & 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 Cav-

Significant historical events, people and places in their own locality.

(100th Anniversary of WW1.)

Year 3

Pupils should be taught to:

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.

Historical Study

- Use more complex sources of primary and secondary information
- Use the internet for research
- Choose and discriminate between a range of information, and use this to ask questions
- Understand that events from the past are represented and interpreted in different ways, and that sources can confirm or contradict
- Use a simple database to organise information
- Interpret the past through role play – e.g. hot seating

Historical Knowledge and Awareness

- Guess what objects from the past were used for, using evidence to support answers
- Understand that some events of the past affect people's lives today
- Summarise the main events from a period in history, using their characteristics
- Give reasons for main events and changes
- Begin to understand why some people acted as they did and give reasons

Chronology and Change

- Sort events or objects into groups
- Use dates and terms accurately, using key dates when describing events
- Use some dates on a time line
- Understand the concept of decades and centuries and use this to divide the past into periods of time
- Use a timeline with dates, including both BC and AD
- Use evidence to describe changes within a time period

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by other invaders (e.g Anglo-Saxons or Vikings)

Year 3—additional guidance

Pupils should be taught to:

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.

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:

- 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.

Britain's settlement by other invaders (e.g Anglo-Saxons or Vikings)

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

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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.

Historical Study

- Use a range of documents and printed sources
- Distinguish between reliable and unreliable sources Identify the most useful sources for a particular task
- Use graphs and charts to confirm information from different sources
- Give reasons for change through analysing evidence
- Support own point of view using evidence
- Understand that some evidence is limited

Historical Knowledge and Awareness

- Understand differences in social, religious, political and cultural history
- Understand links between history and geography
- Know some similarities and differences within a period of time- e.g. the lives of rich and poor
- Describe how some things from the past affect life today
- Understand the relationship between beliefs and action in historical change

Chronology and Change

- Use a full range of dates and historical terms
- Use a time line to place events, periods and cultural movements
- Show changes on a time line
- Describe and make links between events and changes

Pupils should be taught about:

- a local history study (**Sunderland**)
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

E.g. The changing power of monarchs. (**The Tudors.**)

E.g. A significant turning point in British History. (**Disasters.**)

Year 5

Pupils should be taught to:

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.

Historical Study

- Rank sources of information in order
- Identify differences between different versions of the past
- Give a balanced view of interpretations of the past, using different points of view
- Make conclusions with evidence as to the most likely version of events

Historical Knowledge and Awareness

- Organise a series of relevant historical information, and check this for accuracy
- Describe the main changes in a period of history, from several perceptions – e.g. political, cultural
- Explain their own point of view, justifying this with a broad range of evidence
- Adapt their ideas and viewpoints as new information arises

Chronology and Change

- Identify changes across periods of time, using chronological links
- Begin to identify causal factors in change

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: 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

Year 6

Pupils should be taught to:

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.

Historical Study

- Devise historically valid questions about change, cause, similarity and difference
- Interpret the past using a range of concepts and ideas
- Understand the role of opinion and propaganda

Historical Knowledge and Awareness

- Begin to understand significance
- Understand and use the concept of legacy, including Royal families and dynasties
- Speculate and hypothesise about the past, formulating their own theories about reasons for change

Chronology and Change

- Note connections, contrasts and trends over time
- Speculate how present events and actions might be seen and judged in the future
- Speculate – what if? What if England lost the war ... what if Jane Seymour had not died ...

Pupils should be taught about:

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
E.g. A significant turning point in British history. **(WW2.)**
- a local history study
E.g. A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. **(Grace Darling.)**