

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.

Foundation Stage

Pupils should be taught to:

- Talk about past and present events in their own lives and in the lives of family members.
- Know about similarities and differences between communities and traditions.

Key Stage 1

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 described above 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.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- 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 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 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]
- significant historical events, people and places in their own locality.

Key Stage 2

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. 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.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, 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.

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 Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilisations – an overview of where and when the first civilisations 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
- 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.

	Nursery Historian	Reception Historian	Year 1 Historian	Year 2 Historian
Progression and Assessment Criteria	<p>(30-50 months)</p> <p>Children:</p> <ul style="list-style-type: none"> Show interest in the lives of people who are familiar to them. (Love, Snow, OW) Remember and talk about significant events in their own experience. (love, snow) Recognise and describe special times or events for family or friends. (Love, Snow, OW) <p>Adults:</p> <ul style="list-style-type: none"> Encourage children to talk about their own home and community life, and to find out about other children's experiences. <p>Environment (30-60 months):</p> <ul style="list-style-type: none"> Provide activities and opportunities for children to share experiences and knowledge from different parts of their lives with each other. Provide ways of preserving memories of special events, e.g. making a book, collecting photographs, tape recording, drawing and writing. <p><i>In nursery the child will be using historical enquiry skills in their everyday play within their local environment throughout the year.</i></p>	<p>(40-60 months)</p> <p>Children:</p> <ul style="list-style-type: none"> Talk about past and present events in their own lives and in the lives of family members. (Friends, OW) Know about similarities and differences between communities and traditions. (Friends, OW) <p>Adults:</p> <ul style="list-style-type: none"> Help children and parents to see the ways in which their cultures and beliefs are similar, sharing and discussing experiences. <p>Environment (30-60 months):</p> <ul style="list-style-type: none"> Provide activities and opportunities for children to share experiences and knowledge from different parts of their lives with each other. Provide ways of preserving memories of special events, e.g. making a book, collecting photographs, tape recording, drawing and writing. <p><i>In reception the child will be using historical enquiry skills in their everyday play within their local environment throughout the year.</i></p>	<p>Changes within living memory</p> <ul style="list-style-type: none"> Know about many of the changes that have happened since I was born. (S, MZ, OW) <p>Significant events beyond living memory</p> <ul style="list-style-type: none"> Give examples of things that were different when my grandparents were children. (DP, MZ, OW) <p>Lives of significant individuals and</p> <ul style="list-style-type: none"> Know about the life of someone famous. (S, DP, MZ, OW) <p>Local history</p> <ul style="list-style-type: none"> Know why there is a monument to a famous person or event where we live. (S, MZ, OW) <p>Historic enquiry (S, DP, MZ, OW)</p> <ul style="list-style-type: none"> Know how to ask and answer questions about old and new objects. Use words and phrases like: old, new and a long time ago. Spot old and new things in a picture. Use words and phrases like: before, after, past, present, then and now. 	<p>Changes within living memory</p> <ul style="list-style-type: none"> Know and explain some changes that have happened since I was born. (SD, BTT, LA, OW) <p>Significant events beyond living memory</p> <ul style="list-style-type: none"> Know about how things were different when my grandparents were children. (SD, GFL, BTT, LA, OW) <p>Lives of significant individuals</p> <ul style="list-style-type: none"> Know how some people have helped us to have better lives. (SD, GFL, LA, OW) Recount the life of someone famous from Britain who lived in the past and know about what they did to make the world a better place. (SD, GFL, LA, OW) Compare the lives of two famous people from the past. (SD, GFL, LA, OW) <p>Local history</p> <ul style="list-style-type: none"> Know about the importance of a local event, person and place. (SD, OW) <p>Historic enquiry (SD, GFL, BTT, LA, OW)</p> <ul style="list-style-type: none"> Know how to use books and the internet to find out more information about the past. Know how to find out things about the past by talking to an older person. Know what certain objects from the past might have been used for.
Themes	<ul style="list-style-type: none"> Why do you love me so much? (LM) Where does snow go? (Sn) Why can't I have chocolate for breakfast? (CB) How many colours in a rainbow? (CR) Can I have a dog? (D) 	<ul style="list-style-type: none"> Do you want to be friends? (F) Why do squirrels hide their nuts? (Sq) Are we there yet? (Y) Will you read me a story? (RS) Why do zebras have stripes? (ZS) 	<ul style="list-style-type: none"> Superheroes (S) Enchanted Woodlands (EW) Paws, Claws and Whiskers (PCW) Dinosaur Planet (DP) Moon Zoom (MZ) 	<ul style="list-style-type: none"> Street Detectives (SD) The Great Fire of London (GFL) Baddies, Towers and Tunnels (BTT) Land Ahoy (LA) Scented Garden (SG)
	Year 3 Historian	Year 4 Historian	Year 5 Historian	Year 6 Historian
	<p>Changes in Britain from the Stone Age to the Iron Age (TT)</p> <ul style="list-style-type: none"> Know about how Stone Age people hunted for their food and what they ate. Know about many of the differences between the Stone, Bronze and Iron Ages. Know what people learnt from Stone Aged paintings. Be able to describe what a typical day would have been like for a Stone Age man, woman or child. 	<p>The Roman Empire and its impact on Britain (IW)</p> <ul style="list-style-type: none"> Know where Ancient Rome was. Know about the lives of at least two famous Romans. Know that Rome was a very important place and many decisions were made there. Know about at least three things that the Romans did for our country. Know why the Romans needed to build forts in this country. 	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (OWH)</p> <ul style="list-style-type: none"> Know how the reign of Henry VIII affected different people and life in Britain. Know how an element of life e.g. crime and punishment, health, education has changed over a period of time. Know how the lives of wealthy people were different from the lives of poorer people. Know how Britain has had a major influence on the world. 	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (CW)</p> <ul style="list-style-type: none"> Know how World War 2 affected and changed Britain. Know how an element of life e.g. crime and punishment, health, education has changed over a period of time. Know how the lives of wealthy people were different from the lives of poorer people. Know how Britain has had a major influence on the world.

Progression and Assessment Criteria	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world (GM)</p> <ul style="list-style-type: none"> • Know where Ancient Greece was. • Know about how a famous Ancient Greek influenced the world. • Know about and can talk about the struggle between the Athenians and the Spartans. • Know about some of the things that the Greeks gave the world. • Know that the Greeks were responsible for the birth of the Olympics. • Know that the Greek Gods were an important part of Greek culture. <p>A local history study (focusing on Arboretum and Normanton) (UP)</p> <ul style="list-style-type: none"> • Research to find answers to specific historical questions about our locality. • Know how our locality today has been shaped by what happened in the past. <p>Historic enquiry (TT, GM, UP, OW)</p> <ul style="list-style-type: none"> • Describe events from the past using dates when things happened and appropriate vocabulary. • Know how historic items and artefacts have been used to help build up a picture of life in the past. 	<p>Britain’s settlement by Anglo-Saxons and Scots the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (TR)</p> <ul style="list-style-type: none"> • Know where the Anglo-Saxons came from. • Know at least two famous Anglo-Saxons. • Use a timeline to show when the Anglo-Saxons were in England • Know the link between Anglo-Saxons and Christianity. • Know that many Anglo-Saxons were farmers. • Know that the Anglo-Saxons gave us many of the words that we use today. • Know that Britain was invaded on more than one occasion. • Know that the Anglo-Saxons and Vikings were often in conflict. • Know how to use a timeline to show when the Vikings raids started. • Know why the Vikings often overpowered the Anglo-Saxons. • Show on a map where the Vikings came from and where they invaded our country. • Know that many Vikings came to our country as peaceful farmers. <p>Historic enquiry (IW, TR, OW)</p> <ul style="list-style-type: none"> • Draw a timeline with different historical periods showing key historical events or lives of significant people • Know how an event or events from the past has shaped our life today. 	<p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt (Ph)</p> <ul style="list-style-type: none"> • Know where Ancient Egypt was. • Know at least two famous Ancient Egyptians. • Use a timeline to show when the Ancient Egyptians ruled Egypt. • Know that many of the early civilizations gave much to the world. • Summarise how Britain may have learnt from other countries and civilizations (historically and more recently). • Know about the impact that one of these periods of history had on the world. <p>Historic enquiry (Ph, OWH, OW)</p> <ul style="list-style-type: none"> • Research what it was like in a given period of history and present my findings to an audience. • Know how historic items and artefacts have been used to help build up a picture of life in the past. 	<p>A non-European society that provides contrasts with British history – Mayan civilization c. AD 900 (HM)</p> <ul style="list-style-type: none"> • Know where the Mayan civilization lived. • Know at least one famous Mayan. • Use a timeline to show when the Mayan civilization existed. • Know that many of the early civilizations gave much to the world. • Know about the impact that one of these periods of history had on the world. • Summarise how Britain may have learnt from other countries and civilizations (historically and more recently). <p>Historic enquiry (HM, CW, OW)</p> <ul style="list-style-type: none"> • Research in order to find similarities and differences between two or more periods of history. • Know how to place features of historical events and people from the past societies and periods in a chronological framework. • Know about the main events from a period of history, explaining the order of events and what happened.
	Year 3 Historian	Year 4 Historian	Year 5 Historian	Year 6 Historian
Themes	<ul style="list-style-type: none"> • Tremors (T) • Tribal Tales (TT) • Mighty Metals (MM) • Urban Pioneers (UP) • Gods and Mortals (GM) • Flow (F) 	<ul style="list-style-type: none"> • Burps, Bottoms and Bile (BBB) • I am Warrior (IW) • Traders and Raiders (TR) • Potions (Po) • Misty Mountain Sierra (MMS) • Playlists (PI) 	<ul style="list-style-type: none"> • Off with her head (OWH) • Alchemy Island (AI) • Pharaohs (Ph) • Stargazers (S) • Scream Machine (SM) • Allotment (A) 	<ul style="list-style-type: none"> • Darwin’s Delights (DD) • Blood Heart (BH) • Frozen Kingdom (FK) • Child’s War (CW) • Hola Mexico (HM)