



Poulton Lancelyn

History

Long Term Plan

2022/23

History Rationale

“The more you know about the past, the better prepared you are for the future.” Theodore Roosevelt

We offer an ambitious history curriculum, which helps pupils to understand that history is the narrative of the past and that they are the characters in the narrative of shaping the future. Children will gain a coherent knowledge and understanding of British history and that of the wider world. We always strive to inspire children’s curiosity to know more about the past, and to investigate how events in history have had an impact on their lives today. 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. Teaching will equip pupils to ask perceptive questions, think critically, examine and interpret evidence, sift arguments, and develop perspective and judgement. As a Rights Respecting school, all children are encouraged to think, reflect, discuss, debate and evaluate historical events in order to support their learning; to think and act as historians; and to develop their empathy and global citizenship. British Values are taught within the History curriculum. Children will learn about how people from the past have influenced and shaped the country in which we live, they will learn to value diversity and will explore democracy and the rule of law across various periods of History. We want to equip pupils with not only the minimum statutory requirements of the History National Curriculum but to prepare them for the opportunities, responsibilities and experiences of later life.

History Intent							
Cultural history	Diplomatic history	Economic history	Military history	Political history	Religious history	Intellectual, scientific or technological history	Social history
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Autumn	The Leaders of our country PS The Gunpowder Plot (17 th C) PRS	Local History - The History of Port Sunlight and the impact of WW1 (20 th C) CSM	Stone Age, Bronze Age and Iron Age PSMER	Anglo-Saxons and Scots Vikings MEPDSSRC	Tudors MEPD SRC	Victorians MEPSSC	
Spring	People Who Have Made a Change (19 th – 20 th C) - Significant Nurses from the past PS M	The Great Fire of London (17 th C) S	Romans MEPDSSR	Ancient Greece MEPDSSRC	Benin c. AD 900-1300 MEPSRC	Civil rights and Human Rights icons PDS M	
Summer	The Titanic (20 th C) SCA Local History – Our School CSS	People who have made a change – Female activists (20 th C) PSS	Ancient Maya (c. AD 900) MRPSSEC	WW2 and its impact on the locality MRPSS	Ancient Egyptians PDS SRC	Overview of the Ancient Civilisations SPSC	

History Implementation

To ensure high standards of teaching and learning in History, we implement a curriculum that is progressive throughout the school. History is taught focusing on the knowledge and disciplinary concepts outlined in the National Curriculum. History lessons are taught explicitly but teachers may make meaningful links across subjects, such as mapping trade routes or the spread of empires. Teachers will make links to British Values and the articles of the UN Convention on the Rights of the Child where appropriate. We use progression grids to ensure that there is clear progression in knowledge, vocabulary and skills across the school.

Key substantive concepts such as religion, empire and government are revisited to ensure retention of knowledge and to build historical schema by making connections across different time periods. Staff will explicitly model the subject-specific vocabulary, knowledge and skills relevant to the learning and will make links to prior learning to aid the integration of new knowledge into larger concepts. Key knowledge is reviewed by the children and rigorously checked and consolidated by the teacher. All learning will start by revisiting prior knowledge for children to retrieve and revisit prior learning. Low threat retrieval tasks such as quizzes, knowledge drops and retrieval grids are incorporated into lessons to review learning and facilitate retrieval of knowledge to strengthen memory. Teachers will assess whether knowledge from prior areas of study has been retained or whether previous concepts need to be consolidated before new learning takes place.

Within a sequence of History lessons, children take will participate in both collaborative and independent activities. At the end of a unit of work, children then use this accumulative knowledge to produce a 'double page spread' to display the knowledge that they have retained from the topic. Teachers use double page spreads as a summative assessment opportunity. During lessons, we use assessment for learning to ensure that we are able to plan for next steps. Teachers cater for the varying needs of all learners, differentiating activities where necessary and as appropriate, and ensuring an appropriate level of challenge.

At the beginning of each new history topic, teachers refer to classroom timelines to develop children's understanding of chronology. Teachers may also take children to the outdoor timeline display. Each topic is introduced with reference to the chronology of previous areas of study (including those from previous years). By the end of Year 6, children have a good chronological understanding of British and world history. They are able to draw comparisons and make connections between different time periods and their own lives. Where appropriate, we use historical artefacts, visitors, workshops and visits to excite and intrigue our children to find out more about events and people from the past.

E2 follow the EYFS Statutory Framework educational programmes. Children will develop their understanding of chronology and the concepts of past and present. Opportunities will be provided for children to consider what has changed within their own lifetime and they will also be given opportunities to explore photographs, videos and oral accounts to begin to consider similarities and differences between modern day and life in different time periods. Children will listen to stories and non-fiction texts, which introduce some of the key concepts and vocabulary frequently revisited in KS1 and KS2.

The History curriculum is led and overseen by the History Lead. A regular programme of monitoring and evaluation, including both the celebration of good practice and identifying areas for further development will contribute to the ongoing commitment to evolve and improve further.

History Progression Map						
Substantive Knowledge	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p><u>The Gunpowder Plot</u> Parliament, religious persecution, role of the monarchy (now and then)</p>	<p><u>Port Sunlight</u> Living conditions in the 19th C Cultural impact of Port Sunlight</p> <p><u>WW1</u> Impact of WW1 on Port Sunlight</p>	<p><u>Stone Age – Iron Age</u> Nomadic hunter-gatherers, development of settlements including agriculture and hillforts. New inventions (weapons and agriculture) and impact on society, military and trade. Conflict – why this increased over time Religious beliefs – Stone Henge</p>	<p><u>Anglo-Saxons and Scots</u> Invasion and settlement Structure of kingdoms and leaders Conflict over kingdoms and with the Vikings. AS protecting Celtic tribes from Scots in return for land. Conflict between paganism and Christianity – St. Augustine Early works of literature – morals within society</p> <p><u>Vikings</u> Trade across Europe and North America Conflict between paganism and Christianity – Lindisfarne Colonised large parts of Europe. Explorers. Bringing language and culture to colonised lands. Morals and values.</p>	<p><u>Tudors</u> Monarch's relationship with government Henry VII/Henry VIII Reformation of the Church and the dissolution of the monasteries (religious persecution link to Y1) Golden Age – culture including literature, entertainment and exploration (link to economic history as Britain prospered and people had money to spend on entertainment etc.)</p>	<p><u>Victorians</u> Industrial revolution and significant inventions Impact of urbanisation (housing, population, sanitation and disease etc.) City vs. countryside living Impact on economy Empire – trade and colonies. Crimean war (link back to Y1) Development of cultural society including leisure etc. Queen Victoria and her impact on democracy and future monarchs</p>

	<p><u>Florence Nightingale, Mary Seacole and Edith Cavell</u> Racial inequality</p> <p>How medical care has changed including in Crimean War and WWI/II</p>	<p><u>Great Fire of London</u> Housing/buildings – structure and building materials etc.</p>	<p><u>Romans</u> Growth of the empire Invasion and conquest Role of the army Trade and exportation of raw materials Development and change of leaders and government Resistance (Boudica) and diplomacy (Cartimandua) New developments and their impact on life then and now (Roman legacy) Religion – Roman gods and Christianity</p>	<p><u>Ancient Greece</u> Famous thinkers such as Pythagoras, Hippocrates and Archimedes and their influences on maths, science and medicine Alexander the Great. Conflict between states e.g. Athens and Sparta. Sometimes fighting common enemy. Government and democracy (women not allowed to vote link with Y1). Religion and beliefs Culture including myths, festivals and competitions. Impact on life today including language, buildings and governance.</p>	<p><u>Kingdom of Benin</u> Obas were part of dynasties and the kingdom passed from father to son. People of the Kingdom of Benin worshipped many gods. Key trading centre. Impact of colonialism on Benin. Benin bronzes – considering what happens to a society's cultural artefacts.</p>	<p><u>Human and Civil Rights</u> Different laws and societal expectations were placed upon people from other racial groups. Types of activism deployed. (Sometimes these may be militant or may have been countered by government/military action.) People were inspired by the actions and voices of others and sometimes worked together to achieve a common goal.</p>
	<p><u>The Sinking of the Titanic</u> Microcosm of Edwardian era (social – including what constitutes childhood in 1912) Cultural attitudes regarding class and gender New technology</p> <p>Visit: Merseyside Maritime Museum</p> <p><u>Our School</u> Changes within society New technology</p>	<p><u>Rosa Parks</u> Political history and activists Racial inequality</p> <p><u>The Suffragettes</u> Links with British Values Political history and activists Gender inequality Militant activism</p>	<p><u>Ancient Maya</u> Growth and expansion of civilisation Religious practices Role of rulers Achievements – technological and intellectual (e.g. calendar, numerical and writing systems) and links with economy, religion and society. Conflict with Spain Settlements, palaces and temples. Social classes Cultural traditions.</p>	<p><u>WW2 (local history)</u> Social impact on Wirral/Liverpool including rationing, destruction of buildings, changes to gender roles for women etc. Role of men, women and children in the war. Causes of war Global context The allies and the axis. Led to formation of United Nations and Universal Declaration of Human Rights. Soldiers recruited from across the empire. Aryan race and the Persecution of minority groups Atomic bomb</p>	<p><u>Ancient Egyptians</u> Agricultural inventions such as tools and irrigation. Systems for writing and maths. Writing texts on religion, astronomy and medicine. Beliefs including gods, goddesses and the afterlife. (link to previously taught pagan religions and how this linked to culture and society. Pharaohs and leadership Unification of upper and lower Egypt.</p>	<p><u>Overview of the Ancient Civilisations</u> Achievements and impact Ancient Sumer – monarchy and government Indus Valley – hygiene systems Shang Dynasty – government Early writing systems</p>
Key vocabulary	<p>Year 1</p> <p>Children will review vocabulary relating to the passing of time</p>	Year 2	Year 3	Year 4	Year 5	Year 6

	from F2 and will be introduced to the following:	Children will review relevant words from Y1 in addition to the following the following:	Children will review relevant words from Y1-2 in addition to the following:	Children will review relevant words from Y1-3 in addition to the following:	Children will review relevant words from Y1-4 in addition to the following:	Children will review relevant words from Y1-5 in addition to the following:
Substantive	<u>The Royal Family</u> Coronation Government Heir Monarch Parliament Prime Minister Queen <u>The Gunpowder Plot</u> Activist Barrel Catholic Cellar Christianity Church Conflict Palace of Westminster/ Houses of Parliament King London Persecution Plotters Protestant Rebellion Religion Revolt Traitor Treason King James I Guy Fawkes Nurses Soldier Medicine War Battlefield Crimean War Crimea Hospital Injured Wounded Nurse Healer Prejudice	<u>Port Sunlight and WW1</u> Architect Business Education Employees Employer Entertainment Factory Leisure Memorial Model Village Philanthropist Remembrance Resident Society Welfare Workers World War I Lord William Lever Queen Victoria <u>The Great Fire of London</u> Catastrophe City Escape Inferno Overcrowding River Thames Samuel Pepys King Charles II <u>The Suffragettes</u> Democracy Equal Equality Gender Hunger strike Law Militant Peaceful Protest Suffrage	<u>Stone Age – Iron Age</u> Agriculture Economy Bronze Briton Celt Hill fort Hunter-gatherer Invasion Invention Iron Mesolithic Neolithic Nomadic Pagan Palaeolithic Settlement Stone Tribe <u>Roman Empire</u> Army Conquest Conversion Emperor Empire Governor Infantry Legion Monotheistic Polytheism Peasantry Republic Resistance Slave Trade Villa Julius Caesar <u>Ancient Maya</u> Astrology Astronomy	<u>Anglo-Saxons and Vikings</u> Barbarian Danegeld Danelaw Heptarchy Kingdom Manuscript Migration Monk Monastery Pillaging Raiding Settlers Seafarer The Dark Ages Voyage <u>Ancient Greece</u> Acropolis Architecture Aristocrat Aristocracy Citizen Citadel Columns Legacy Myths Legends Alexander the Great <u>WW2</u> Alliance Allies Anderson shelter Axis Blackout Blitz Evacuate Evacuee Gas mask Global Identity card International Jewish	<u>Tudors</u> Colonisation Colony Court Descendant Dissolution Faith Heresy Hierarchy New World Pauper Pope Primogeniture Privy council Reformation Reign Ruler Sovereign Successor Symbolism War of the Roses Henry VIII Elizabeth I Mary I Edward VI John Blanke <u>Ancient Egyptians</u> Afterlife Fertile Crescent Floodplains Middle Kingdom Monument Mummification New Kingdom Old Kingdom Pharaoh Pyramid River Nile The Valley of the Kings Tomb Unified Benin	<u>Victorians</u> Nation Coal Communication technologies Demand Export Humanitarianism Import Industry Infrastructure Labourer Machinery Manufacture Mass production Pollution Profit Revolution Rural Supply Urban Urbanisation Workhouse Working class Middle class Upper class Queen Victoria Sarah Forbes Bonetta <u>Civil and Human Rights</u> Abolition Apartheid Campaign Comply Condemnation Discrimination Human rights Indigenous Oppression Slave trader Trans-Atlantic Slave Trade

	Jamaica Scutari Mary Seacole Florence Nightingale Edith Cavell <u>The Titanic</u> Collision Crew Disaster First class Iceberg Life boat Passengers Second class Social class Survivor Third class Titanic Unsinkable White Star Line Captain Edward Smith Thomas Andrews Bruce Ismay Molly Brown <u>Explorers</u> School Education Technology Local Estate Lancelyn Green family	Suffragette Suffragist Votes Emmeline Pankhurst Millicent Fawcett Emily Davison Queen Victoria King Edward VII King George V <u>Rosa Parks</u> Alabama Arrest Boycott Civil rights Diversity Inequality Justice Race Racism Segregation	City-state Civilisation Codex Crops Hieroglyphic Irrigation Maize Noble Nobility Priest Sacrifice Scribe	Nazi Propaganda Prejudice Rationing Refugee Treaty United Nations Lilian Bader Adolf Hitler Winston Churchill	Advisor Bini Chief Civil war Dynasty Edo Exile Expansion Guilds Looted Obas Rank Shrine Subjects Territories	Universal Declaration of Human Rights Olaudah Equiano Rosa Parks Martin Luther King Jr Nelson Mandela Mahatma Gandhi Malala Yousafzai <u>Ancient Civilisations</u> <u>Sumer</u> Cuneiform Epic Euphrates river Mesopotamia Tigris river <u>Indus Valley</u> Bartering Decipher Indus River Tax Urban planning <u>Shang Dynasty</u> Chariots Oracle bones Yellow River
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Disciplinary vocabulary	<p>Cause Change Consequence Continuity Different Significance Similar</p> <p>Modern Now Past Present Then Timeline</p>	<p>Century Chronological order Decade Enquire Enquiry Evidence Generation Historian</p> <p>Sequence Source</p>	<p>Anachronism Ancient Archaeology Artefact Age BCE/BC/CE/AD Causation Era Impact Interpretation Millennium Oral history Period Prehistory Primary evidence Secondary evidence</p>	Archive	Census Genealogy Records	
Disciplinary Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	<p>1. Understand the difference between things that happened in the past and the present</p> <p>2. Use common words and phrases related to the passing of time</p> <p>3. Order a set of events or objects onto a simple timeline</p> <p>4. Describe things that happened to themselves and other people in the past</p>	<p>1. Know where all people/events studied fit into a chronological framework</p> <p>3. Use the words 'past' and 'present' when telling others about an event</p> <p>4. Understand how to put people, events and objects in order of when they happened using a simple timeline</p>	<p>1. Understand that a timeline can be divided into BC and AD</p> <p>2. Use a timeline to place historical events in chronological order</p> <p>3. Describe dates of and order significant events from the period studied</p> <p>4. Learning is set within a chronological framework (with references to prior learning)</p> <p>5. Establish narratives within and across periods studied</p>	<p>1. Understand that a timeline can be divided into BC and AD</p> <p>2. Use a timeline to place historical events in chronological order using years</p> <p>3. Learning is set within a chronological context (with references to prior learning)</p> <p>4. Establish clear narratives within and across periods studied</p> <p>5. Note connections, contrasts and trends over time</p>	<p>1. Order significant events, movements and dates on a timeline (using more complex dates e.g. 8th May 1945)</p> <p>2. Describe the main changes within or across periods of history</p> <p>3. Place current study on a timeline in relation to other periods of study (linking to prior learning) and make comparisons to extend and deepen their chronological understanding and historical knowledge</p> <p>4. Note connections, contrasts and trends over time</p>	<p>1. Extend and deepen their chronologically secure knowledge of history and provide a well-informed context for further learning in KS3</p> <p>2. Place key events/dates from current period of study on a timeline in relation to other periods studied</p> <p>3. Identify significant events, make connections draw contrasts and analyse trends within periods and over long arcs of time</p> <p>4. Note connections, contrasts and trends over time</p>

Historical enquiry	<ol style="list-style-type: none"> 1. Ask and answer basic questions by exploring events, pictures and artefacts 	<ol style="list-style-type: none"> 1. Ask and answer questions related to different sources and objects 2. With support, identify some different ways in which the past is represented 3. Ask questions about the past and use a range of information to answer questions 	<ol style="list-style-type: none"> 1. Use documents, printed sources (e.g. archive materials), the internet, databases, drawings, photographs, music, artefacts, historic buildings, museums, galleries or historic sites as evidence about the past 2. Ask questions and find answers about the past 	<ol style="list-style-type: none"> 1. Use a variety of sources as evidence about the past 2. Regularly address and sometimes devise historically valid questions 3. Construct informed responses by selecting and organising relevant information 4. With support, begin to explore the concept of primary and secondary sources 	<ol style="list-style-type: none"> 1. Understand how different types of sources are rigorously used to make historical claims 2. Choose a variety of reliable sources of evidence to answer questions and recognise that there is often not a single answer to historical questions 3. Investigate own lines of enquiry by posing questions to answer 4. Begin to recognise primary and secondary sources 	<ol style="list-style-type: none"> 1. Choose a variety of reliable sources of evidence to answer questions. Recognise that there are often contrasting opinions when answering historical enquiries. 2. Investigate own lines of enquiry by posing questions to answer to create relevant, structures and essentially supported accounts (using evidence from more than one source) 3. Recognise primary and secondary sources
Historical interpretation	<ol style="list-style-type: none"> 1. Look at books, videos, photographs, pictures and artefacts to find out about the past 2. Understand some ways we find out about the past 	<ol style="list-style-type: none"> 1. Use a source –to ask questions and find answers (including books, stories, eye-witness accounts, photographs, drawings, artefacts, buildings, museums, galleries, historical sites or the internet) 2. With support, identify different ways in which the past is represented 	<ol style="list-style-type: none"> 1. Explore the idea that there are different accounts of history 2. Understand how knowledge of the past is constructed from a range of sources 	<ol style="list-style-type: none"> 1. Begin to look at different versions of the same event in history and identify differences 2. Understand that different versions of the past may exist, giving some reasons for this 	<ol style="list-style-type: none"> 1. Understand that some evidence from the past is propaganda, opinion or misinformation and that this affects interpretations of history 2. Investigate how and why contrasting arguments and interpretations of the past have been constructed 	<ol style="list-style-type: none"> 1. Evaluate evidence to choose the most reliable forms 2. Know that people in the past have a point of view and that this can affect interpretation 3. Discern how and why contrasting arguments and interpretations of the past have been constructed, giving clear reasons why there may be different accounts of history, linking this to factual understanding of the past

Significance	1. Talk or write about someone who was important and explain why they were significant	1. Describe significant individuals from the past 2. Discuss (with support) how historical events and people can have an impact on life after an event	1. Identify historically significant people and events within the period studied and consider why they were significant 2. Understand the significant contribution made to society by a historical figure	1. Evaluate significant historical events in one period of history 2. Consider the lasting impacts a person or event had on different aspects of society.	1. Consider/explain the significance of events, people and developments in their context and in the present day 2. Evaluate the significant historical events or people in one or more periods of time and how they impacted life then and consider the impact on life now	1. Evaluate the significant historical events or people in one or more periods of time and how they impacted life then and the impact on life now 2. To recognise how important the consequences of a person's actions or an event was on a local, national and international scale and why it would be considered significant
Cause and consequence	1. Understand that there are reasons why people in the past acted as they did and that this has consequences	1. Link to chronology – explore the events leading up to another event and the direct consequences after and the impact on people and society (e.g. Great Fire of London)	1. Recognise why people did things, why events happened and what happened as a result 2. To understand what has changed (society, settlements, beliefs etc.) as a result of an event	1. Explain how people and events in the past have influenced life today 2. Summarise what caused the event 3. Identify and explain reasons for results of historical events	1. Examine the short and long term causes and results of great events and the impact these had on people (e.g. Reformation of the Church) 2. Begin to make justifications on which causes were the most important	1. Analyse or explain reasons for, and results of, historical events, situations or change 2. Evaluate how the period/event impacted Britain and one or more areas of historical focus (e.g. society, culture, government etc.) in the short and long term.
Continuity and change	1. Identify things that have changed or stayed the same between their own lives and life in a different time period	1. Compare and contrast changes that have been made in a particular period of time	1. Compare and contrast changes that have been made in and between different periods of times	1. Compare and contrast changes that have been made in and between different periods of times and begin to suggest reasons for this	1. Identify and explain continuity and change within and across periods of history. 2. Identify and note connections, contrasts and trends over time in the everyday lives of people	1. Identify and note connections, contrasts and trends over time 2. Explain and demonstrate an understanding of continuity and change within and across different periods and societies.

Similarities and differences	1. Recognise some similarities and differences between the past and the present.	1. Recognise some similarities and differences between different periods studied.	1. Use social, cultural, religious or ethnic diversity within a time period to show similarities and differences. 2. To explore similarities and differences in a period of history in relation to now.	1. Begin to demonstrate an understanding of the social, cultural and ethnic diversity in Britain and the wider world through history 2. Explore similarities and differences (e.g. social, cultural, religious etc.) to compare life in a different period to now	1. Demonstrate an understanding of the social, cultural and ethnic diversity in Britain and the wider world 2. Reach informed conclusions in relation to one or more time periods studied	1. Demonstrate an understanding of the social, cultural and ethnic diversity in Britain and the wider world 2. Reach informed conclusions in relation to one or more time periods studied and make hypothesis of why things are similar and different before using sources of evidence to seek answers.
Presenting, organising and communicating	1. Talk, write and draw about things from the past 2. Use historical vocabulary to retell simple stories about the past 3. Use drama/role play to communicate about the past	1. Describe objects, people or events in history 2. Show an understanding of historical terms 3. Communicate ideas about the past in speaking, writing, drawing, role-play or computing	1. Use and understand appropriate historical vocabulary to communicate information 2. Present, communicate and organise ideas about the past e.g. speaking, writing or computing	1. Use and understand appropriate historical vocabulary to communicate information 2. Present, communicate and organise ideas about the past e.g. speaking, writing or computing	1. Use a variety of ways to present, communicate and organise knowledge and understanding including detailed discussions or debates 2. Demonstrate a good understanding of historical vocabulary including abstract terms related to topic	1. Use a variety of ways to present, communicate and organise knowledge and understanding including detailed discussions or debates 2. Demonstrate a good understanding of historical vocabulary including abstract terms related to topic

History programmes of study: key stages 1 and 2

National curriculum in England

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.

Attainment Targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets] or the content indicated as being ‘non-statutory’.

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

Examples (non-statutory)

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

Examples (non-statutory)

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
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- Britain's settlement by Anglo-Saxons and Scots

Examples (non-statutory)

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
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- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Examples (non-statutory) This could include:

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

- a local history study

Examples (non-statutory)

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

Examples (non-statutory)

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