

**KS1 National Curriculum**

Pupils should be taught:

- 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.

History KS2 National Curriculum

Pupils should be taught:

- 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 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.



Details of coverage from September 2019

History Skills and Knowledge	Year/Class	Route	Theme- (possible visit)	Route	Theme- (possible visit)
Hi1:1 Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Year 1/2	A	WW1 (Tuille House) What does it take to be a great explorer? The Two Elizabeths.	B	How do our favorite toys compare with those of 1960?
Hi1:2 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]	Year 1/2	A	WW1 inc. Edith Cavell and Florence Nightingale What does it take to be a great explorer?	B	Titanic- (Maryport Maritime Museum) Civil War- (Carlisle Castle)
Hi1:3 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 [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]	Year 1/2	A	WW1 inc. Edith Cavell and Florence Nightingale What does it take to be a great explorer? The Two Elizabeths.	B	How do our favorite toys compare with those of 1960?
Hi1:4 Significant historical events, people and places in their own locality.	Year 1/2	A	WW1 inc. Edith Cavell and Florence Nightingale	B	Titanic Civil War
Hi2/1.1 Pre-Roman Britain Pupil should be taught about changes in Britain from the Stone Age to the Iron Age <i>This could include:</i> a. late Neolithic hunter-gatherers and early farmers, for example, Skara Brae b. Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture	Year 3/4	A	How did the lives of Ancient Britons change during the Stone Age? (Keswick Museum visit) What is the secret of the standing stones? (Bronze Age) How do artefacts help us understand the lives of people in Iron Age Britain?		
Hi2/1.2 Roman Britain Pupil should be taught about the Roman empire and its impact on Britain <i>This could include:</i> 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	Year 3/4	B	How did the arrival of the Romans change Britain? (Hadrian's Wall visit)		



<p>Hi2/1.3 Anglo-Saxons & Scots Pupil should be taught about Britain's settlement by Anglo-Saxons and Scots <i>This could include:</i></p> <ol style="list-style-type: none"> <i>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</i> <i>Scots invasions from Ireland to north Britain (now Scotland)</i> <i>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</i> <i>Anglo-Saxon art and culture</i> <i>Christian conversion – Canterbury, Iona and Lindisfarne</i> 	Year 3/4	B	Who were the Anglo-Saxons and how do we know what is important to them?
<p>Hi2/1.4 Anglo-Saxons & Vikings Pupil should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor <i>This could include:</i></p> <ol style="list-style-type: none"> <i>Viking raids and invasion</i> <i>resistance by Alfred the Great and Athelstan, first king of England</i> <i>further Viking invasions and Danegeld</i> <i>Anglo-Saxon laws and justice</i> <i>Edward the Confessor and his death in 1066</i> 	Year 3/4	B	<p>Who were the Anglo-Saxons and how do we know what was important to them?</p> <p>What did the Vikings want and how did Alfred help to stop them getting it? (trip to Moore Forge)</p>
<p>Hi2/2.1 Local History Pupils should be taught about an aspect of local history <i>For example:</i></p> <ol style="list-style-type: none"> <i>a depth study linked to one of the British areas of study listed above</i> <i>a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</i> <i>a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</i> 	Year 5/6 Year 5/6	B A	<p>Why did Britain once rule the largest empire the world has ever seen?</p> <p>Local history study about Wigton- (talk from member of historical society)</p>
<p>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 <i>For example:</i></p> <ol style="list-style-type: none"> <i>the changing power of monarchs using case studies such as John, Anne and Victoria</i> <i>changes in an aspect of social history, such as crime and</i> 	Year 5/6	A	Why was winning the Battle of Britain in 1940 so important? (visit to Tullie House/ Evacuee Experience)



<p><i>punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century</i></p> <p>c. <i>the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</i></p> <p>d. <i>a significant turning point in British history, for example, the first railways or the Battle of Britain</i></p>			
<p>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:</p> <ol style="list-style-type: none"> Ancient Sumer; The Indus Valley; Ancient Egypt; or The Shang Dynasty of Ancient China 	Year 5/6	B	How did a pile of bones help to solve an Ancient Chinese mystery? Shang Dynasty- (visit from Chinese Culture Group/ Chinese New Year)
<p>Hi2/2.4 Ancient Greece Pupils should be taught a study of Greek life and achievements and their influence on the western world</p>	Year 5/6	B	The story of the Trojan Horse: historical fact, legend or classical myth?
<p>Hi2/2.5 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.</p>	Year 5/6	A	Why did the ancient Maya change the way they lived?