



**SIR ROBERT GEFFERY'S SCHOOL**

*A School for Enthusiasts*

### **What the National Curriculum requires in history at KS1**

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.

## **What the National Curriculum requires in history at KS2**

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 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.

A Year 1 historian	A Year 2 historian	A Year 3 historian
<ul style="list-style-type: none"> <li>• I explain how I have changed since I was born.</li> <li>• I ask and answer questions about old and new object, using phrases like: old, new and a long time ago.</li> <li>• I spot old and new things in a picture.</li> <li>• I use words and phrases like: before, after, past, present, then and now.</li> <li>• I give examples of things that were different when my grandparents were children.</li> <li>• I talk about someone famous who was born or lived near our town.</li> <li>• I know why there is a monument to a famous person or event in the town centre.</li> </ul>	<ul style="list-style-type: none"> <li>• I explain how some people have helped us to have better lives.</li> <li>• I recount the life of someone famous from Britain who lived in the past. I can explain what they did earlier and what they did later in their life.</li> <li>• I research the life of a famous person from the past using different sources of evidence.</li> <li>• I answer questions using books and the internet.</li> <li>• I find out things about the past by talking to an older person.</li> <li>• I give examples of things that were different when my grandparents were children.</li> <li>• I explain what an object from the past might have been used for.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>I explain how stone age people hunted for their food and what they ate.</b></li> <li>• <b>I understand some of the differences between the stone, bronze and iron ages.</b></li> <li>• <b>I know what people learnt from stone aged paintings.</b></li> <li>• <b>I describe what a typical day would have been like for a stone age man, woman or child.</b></li> <li>• I know about the struggle between the Athenians and the Spartans.</li> <li>• I explain about some of the things that the Greeks gave the world.</li> <li>• I know that the Greeks were responsible for the birth of the Olympics.</li> <li>• I know that the Greek Gods were an important part of Greek culture.</li> <li>• I locate Greece on a map.</li> </ul>

## A Year 4 historian

- I talk about at least three things that the Romans did for our country.
- I explain why the Romans needed to build forts in this country.
- I understand that Rome was a very important place and many decisions were made there.
- I know about the lives of at least two famous Romans.
- I summarise how Britain may have learnt from other countries and civilizations (historically and more recently).
- I use research skills to find answers to specific historical questions about our locality.
- I research what it was like for children in a given period of history and present my findings to an audience.
- I appreciate how our locality today has been shaped by what happened in the past.
- I explain how historic items and artefacts can be used to help build up a picture of life in the past.
- I talk about the impact that one of these periods of history had on the world.

## A Year 5 historian

- I explain where the Anglo-Saxons came from.
- I know at least two famous Anglo-Saxons
- I use a time line to show when the Anglo-Saxons were in England
- I know the link between Anglo-Saxons and Christianity.
- I know that many Anglo-Saxons were farmers.
- I know that the Anglo-Saxons gave us many of the words that we use today.
- I describe events from the past using dates when things happened.
- I explain how an event or events from the past has shaped our life today.
- I draw a timeline with different historical periods showing key historical events or lives of significant people
- I describe how crime and punishment has changed over a period of time.
- I summarise how Britain has had a major influence on the world.
- I explain how the lives of wealthy people were different from the lives of poorer people.

## A Year 6 historian

- I know that Britain was invaded on more than one occasion.
- I know that the Anglo-Saxons and Vikings were often in conflict.
- I place on a timeline when the Vikings raids started.
- I explain why the Vikings often overpowered the Anglo-Saxons.
- I show on a map where the Vikings came from and where they invaded our country.
- I research in order to find similarities and differences between two or more periods of history.
- I place features of historical events and people from the past societies and periods in a chronological framework.
- I summarise the main events from a period of history, explaining the order of events and what happened.
- I am aware that many of the early civilizations gave much to the world.