

HISTORY NEW CURRICULUM 2014

Through the teaching of history at Handsworth Primary we aim to ensure that all pupils:

- Gain a coherent knowledge and understanding of Britains past and that of the wider world.
- Are equipped to think critically, weigh evidence, sift arguments, and develop perspective and judgement.
- 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.

Overview of units

	SKILLS	UK	WORLD
Year 1	Historical terms (vocabulary)	Changes in Living memory in Highams Park	Transport Changes
Year 2	Timelines	Great Fire of London	Significant Historical Figures
Year 3	Chronology (local, UK, World)	Stone Age - Iron Age	Ancient Egypt
Year 4	Connections, contrasts, trends over time	Victorians	Roman Empire
Year 5	A local history study	Anglo - Saxons, Scots	British Monarchs
Year 6	Sources	The Vikings	Ancient Greece

YEAR 1:

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

YEAR 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]
- 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 3:

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.

Changes in Britain from the Stone Age to the Iron Age

This will 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 achievements of the earliest civilizations

An overview of where and when the first civilizations appeared and a depth study of Ancient Egypt

Year 4:

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.

The Roman Empire and its impact on Britain

This will 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

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

- 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 - **The Victorians**

Year 5:

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.

A local history study

- a depth study linked to one of the British areas
- 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.

Britain's settlement by Anglo-Saxons and Scots

This will 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

Year 6:

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.

Ancient Greece - a study of Greek life and achievements and their influence on the western world

The Viking struggle for the Kingdom of England to the time of Edward the Confessor

This could include:

- Viking raids and invasion
- resistance by Alfred the Great and Athelstan, first king of England
- further Viking invasions and Danegeld