

## Dr. Walker's History Curriculum Key Stage 2

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 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 [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 [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]
- a local history study [ 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.] including the present day  a significant turning point in British history, for example, the first railways or the Battle of Britain]

### Y3/4

Changes in Britain (significant people, dates and events during this time).

Celtic, Stone, Bronze and Iron ages (significant people, dates and events during this time).

The Romans (significant people, dates and events during this time).

Teachers should include studies of local history.

**Y4/5**

Anglo Saxons (significant people, dates and events during this time).

Vikings (significant people, dates and events during this time).

Greece (significant people, dates and events during this time).

All teachers should use local environment, where possible, to study the history of the local area.

**Y5/6**

Battle of Britain (significant people, dates and events during this time).

Early Civilisation (significant people, dates and events during this time).

All including local study of history.