



## **Planning for the 2014 National Curriculum**

### **Resources**

1. A two-page summary of National Curriculum for History at Key Stages 1, 2 and 3. This sets out the statutory content and preambles in a bullet-point format.
2. A summary of how the aims of the revised National Curriculum are reflected in the preambles of each Key Stage, and guidance on how 'key concepts' can be developed progressively across Key Stages 1, 2 and 3.
3. Some suggested enquiries for Key Stage 1 history.
4. Some 'significant events' that might be studied at Key Stage 1
5. Four models for Key Stage 2 outline plans that show how areas of study might be arranged across Key Stage 2 with some sort of coherence. Models A and B could be used as part of a two year rolling programme.

## Resource 1: Summary

### National Curriculum History – Aspects to Develop (September 2014)

#### Key Stage 1

*Knowledge / understanding of British history*

- Changes within living memory - used, where appropriate, to reveal changes in national life

*See also wider world history*

*Local history*

- Significant historical events, people and places in their own locality

*Knowledge / understanding of wider world history*

- Events from beyond living memory that are significant nationally or globally
- 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

*The ability / disposition to:*

- Be aware of the past, using common words & phrases relating to time
- Fit people/events into chronological framework
- Identify similarities / differences between periods
- Use wide vocabulary of everyday historical terms
- Ask and answer questions
- Choose and use from stories and other sources to show understanding
- Understand some ways we find out about the past
- Identify different ways in which past is represented



#### Key Stage 2

The following areas of study taught through a combination of overview and depth studies

*Knowledge / understanding of British history*

- 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
- Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor
- An aspect or theme of British history that extends pupils' chronological knowledge beyond 1066

*Local history*

- A local study

*Knowledge / understanding of wider world history*

- The achievements of the earliest civilizations; depth study of one of:
  - Sumer
  - Indus Valley
  - Egypt
  - Shang Dynasty
- Ancient Greece – life, achievements, influence
- Non-European society that contrasts with British history. One of:
  - early Islamic civilizations inc study of Baghdad c 900AD
  - Mayan civilization c. 900 AD
  - Benin (west Africa) c. 900-1300

*The ability / disposition to:*

- Continue to develop chronologically secure knowledge of history
- Establish clear narratives within and across periods studied
- Note connections, contrasts and trends over time
- Develop the appropriate use of historical terms
- Regularly address and sometimes devise historically valid questions
- Understand how knowledge of the past is constructed from a range of sources
- Construct informed responses by selecting and organising relevant historical information
- Understand that different versions of the past may exist, giving some reasons for this (Not explicitly stated but is natural progression between KS1 and KS3)*



Continued Overleaf



**Key Stage 3** The following areas of study taught through a combination of overview and depth studies

*Knowledge / understanding of British history*

- Development of Church, state and society 1066-1509
- Development of Church, state and society 1509-1745
- Ideas, political power, industry and empire 1745-1901
- Challenges to Britain, Europe and the wider world 1901 to present day (including the Holocaust)
- An aspect or theme of British history that consolidates and extends pupils' chronological knowledge from before 1066

*Local history*

- A local study

*Knowledge / understanding of wider world history*

- At least one study of a significant society or issue in world history and its connections with wider world developments

*(See also British history)*

*The ability / disposition to:*

- Extend and deepen their chronologically secure knowledge of history and a well-informed context for further learning
- Identify significant events, make connections, draw contrasts and analyse trends within periods and over long arcs of time
- Use historical terms and concepts in increasingly sophisticated ways
- Pursue historically valid enquiries including some they have framed
- Create relevant, structured and evidentially supported accounts
- Understand how different types of sources are used rigorously to make historical claims
- Discern how and why contrasting arguments and interpretations of the past have been constructed

## Resource 2: The history curriculum 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.

### Progression in history involves developing **historical perspective** through ...

- *wider, more detailed and chronologically secure knowledge*
- *sharper methods of enquiry and communication*
- *deeper understanding of more complex issues and of abstract ideas*
- *closer integration of history's key concepts (see section 5 below \*)*
- *greater independence in applying all these qualities*



*(Italics are non-statutory explanations, examples or suggestions)*

Work likely at KS1 to → ... work likely at KS2 to → ... work likely at KS3

<b>1. Chronological knowledge / understanding</b> <i>(including characteristic features of periods)</i>	<ul style="list-style-type: none"> <li>• Develop an awareness of the past</li> <li>• Use common words and phrases relating to the passing of time</li> <li>• Know where all people/events studied fit into a chronological framework</li> <li>• Identify similarities / differences between periods</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop chronologically secure knowledge of history</li> <li>• Establish clear narratives within and across periods studied</li> <li>• Note connections, contrasts and trends over time</li> </ul>	<ul style="list-style-type: none"> <li>• Extend and deepen their chronologically secure knowledge of history and a well-informed context for further learning</li> <li>• Identify significant events, make connections, draw contrasts and analyse trends within periods and over long arcs of time</li> </ul>
<b>2. Historical terms</b> <i>eg empire, peasant</i>	<ul style="list-style-type: none"> <li>• Use a wide vocabulary of everyday historical terms</li> </ul>	<ul style="list-style-type: none"> <li>• Develop the appropriate use of historical terms</li> </ul>	<ul style="list-style-type: none"> <li>• Use historical terms and concepts in increasingly sophisticated ways</li> </ul>
<b>3. Historical enquiry</b> - <b>Using evidence / Communicating ideas</b>	<ul style="list-style-type: none"> <li>• Ask and answer questions *</li> <li>• Understand some ways we find out about the past</li> <li>• Choose and use parts of stories and other sources to show understanding (of concepts in <b>part 5</b> below)</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly address and sometimes devise historically valid questions *</li> <li>• Understand how knowledge of the past is constructed from a range of sources</li> <li>• Construct informed responses by ...</li> <li>• Selecting and organising relevant historical information</li> </ul>	<ul style="list-style-type: none"> <li>• Pursue historically valid enquiries * including some they have framed</li> <li>• Understand how different types of sources are used rigorously to make historical claims</li> <li>• Create relevant, structured and evidentially supported accounts</li> </ul>
<b>4. Interpretations of history</b>	<ul style="list-style-type: none"> <li>• Identify different ways in which the past is represented</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Understand that different versions of the past may exist, giving some reasons for this</i></li> </ul>	<ul style="list-style-type: none"> <li>• Discern how and why contrasting arguments and interpretations of the past have been constructed</li> </ul>
<p><b>* 5 – Questions relate to these key concepts that underpin all historical enquiry, developed through regular re-visiting in a range of contexts:</b></p>			
<b>5a. Continuity and change</b> in and between periods	<ul style="list-style-type: none"> <li>• <i>Identify similarities / differences between ways of life at different times</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Describe / make links between main events, situations and changes within and across different periods/societies</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Identify and explain change and continuity within and across periods</i></li> </ul>
<b>5b. Cause and consequence</b>	<ul style="list-style-type: none"> <li>• <i>Recognise why people did things, why events happened and what happened as a result</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Identify and give reasons for, results of, historical events, situations, changes</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Analyse / explain reasons for, and results of, historical events, situations, changes</i></li> </ul>
<b>5c. Similarity / Difference</b> within a period / situation <i>(social diversity including beliefs and attitudes)</i>	<ul style="list-style-type: none"> <li>• <i>Make simple observations about different types of people, events, beliefs within a society</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Describe social, cultural, religious and ethnic diversity in Britain &amp; the wider world</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies</i></li> </ul>
<b>5d. Significance</b> of events / people	<ul style="list-style-type: none"> <li>• <i>Talk about who was important eg in a simple historical account</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Identify historically significant people and events in situations</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Consider / explain the significance of events, people and developments in their context and in the present day</i></li> </ul>

## Resource 3: Some suggested enquiries for Key Stage 1 history

- *Do not choose too many enquiries. Select one or two for each term and plan a range of history activities within each one, to meet the requirements set out in the NC Aims of history and the KS1 preamble.*
- *For mixed age classes it is important that children study both the recent and the more distant past, so select accordingly.*
- *The focus for each term (People/Places/Events) is only a suggestion and can be ignored. Even if the focus is used, do not let it be restrictive.*

### Autumn term focus – People

- Ourselves and our families – How has life changed?
- Celebrations/Anniversaries – what are we remembering and why?
- How have people's jobs changed?
- Having fun – Has it always been the same?
- Why do people move from place to place?
- (Famous person / people) – why do we remember them?
- Elizabeth and Victoria – what mattered most to our two famous queens?
- (2 famous people from different times) – How similar were their lives?
- How did the Victorians celebrate Christmas?

### Spring term focus - Places

- Homes – how have they changed?
- Our school / street – What signs of change can we see?
- Our Church – Who is remembered there?
- Why does a statue of X stand there?
- A country house – How did people live there long ago?
- Castles – What was life like in a medieval castle?
- The Taj Mahal – What made it so special?
- The Pyramids – How and why were they built?

### Summer term focus – Events (beyond living memory)

- The Great Fire of London – How do we know what happened?
- (See the list of other “significant events” that could be studied. A precise enquiry focus and question would need to be decided for each one).

### Enhancing history at KS1 -

- *Be sure to note historical connections (especially “Famous People”) through the rest of the curriculum: even if artists, musicians, scientists etc who appear in other subjects are not studied in depth, do add their name and image to a class or school timeline.*
- *Note anniversaries in the news.*
- *Take other opportunities to visit the past eg by looking up children's birthdays at eg [http://www.bbc.co.uk/history/on\\_this\\_day/](http://www.bbc.co.uk/history/on_this_day/) to see what (suitable) famous events happened on that day (or in that week) long ago. Share this with the class, adding an image and label to the timeline.*
- *Pupils from other year groups could prepare presentations for Year 1 and 2 about famous people they are studying.*
- *Assemblies could also be about famous people or events from time to time, especially pairs whose lives have a shared theme.*
- *Blend history with other subjects eg Literacy and Art.*



## Resource 4: Some “significant events” that might be studied at KS1

The Great Fire of London has a strong narrative, drama and lots of human interest. It was never intended, however, that children should just study ONE event when the old curriculum was written. The point of studying significant events from national and/or wider world history at KS1 is to introduce children to different times and places and ways of life that they will go on to learn more about in later years. Just to study one event does not really achieve this.

Here are some suggestions for other “significant events”. Which ones might you consider including at KS1? Jot down some +/- comments for each suggestion. What criteria will you use to decide whether to teach any of these?

Date	Event	Comments
c. 1327 BC	The entombment of the boy pharaoh, Tutankhamun, (including story of the tomb's discovery by Howard Carter in 1922).	
c. 490 BC	The Greek victory over the Persians at the Battle of Marathon.	
c. 210-209 BC	The entombment of the first Chinese emperor with his terracotta warriors.	
79 AD	Pompeii destroyed by the eruption of Mount Vesuvius.	
878 AD	King Alfred the Great finally defeats the Vikings at the Battle of Edington.	
1066 AD	William of Normandy defeats King Harold at the Battle of Hastings.	
1283 AD	Edward I builds Caernarvon Castle after his victories in Wales.	
1314 AD	Edward II is defeated by Robert Bruce at the Battle of Bannockburn.	
1520 AD	Cortes and his Spanish conquistadors conquer the Aztec empire.	
1588 AD	The Spanish Armada fails in its attempt to conquer England.	
1632-48 AD	The building of the Taj Mahal as an act of love and grief by Mughal Emperor Shah Jahan.	
1666 AD	The Great Fire of London destroys much of the capital city.	
1829 AD	The Rainhill trials, are held to discover whose locomotive would run on the world's first railway.	
1903 AD	The Wright brothers achieve the first powered flight by humans.	



## Resource 5: History at Key Stage 2 – Some possible models.

**NB whichever model is selected or adapted, the learning will need to be planned through engaging, historical enquiries that develop all aspects of historical learning set out in the full programme of study. These are just outline plans.**

### MODEL A

A simple, chronological approach –

- the areas of study from the National Curriculum taught in discrete blocks
- taught in a broadly chronological order
- the local study and the “Beyond 1066” studies can be used to maintain teaching of existing units (at least for the time being)
- Can be used with two year rolling programme as British story is dealt with in Years 4 and 6, with world / local stories in 3 and 4

Year	Autumn term	Spring term	Summer term
3	Early civilizations – Egypt <i>c.3300 BC to 330BC (Peak c. 1500BC)</i>	Ancient Greece <i>Classical period c. 500BC to c. 330BC</i>	
4	Britain from the Stone Age to Iron Age <i>c. Stone Age to c. 2500 BC</i> <i>Bronze Age to c. 800BC</i> <i>Iron Age to AD 42</i>	The Roman Empire and its impact on Britain <i>c. AD 42 to AD 410</i>	Britain’s settlement by Anglo-Saxons and Scots <i>c. 400 - 789</i>
5	A contrasting world civilization: Baghdad and early Islamic civilization <i>c. 900 AD (Or other from list)</i>		A local historical study that investigates a site. This may maintain existing work eg a Tudor or Victorian site <i>NB Can be from any locality not just the school’s immediate area.</i>
6	The Viking and Anglo-Saxon struggle for England 789 - 1066	A study beyond 1066 – <i>Kept from the existing curriculum eg Tudors, Victorians or Britain since 1930s OR something new, including a thematic study (see Model D).</i>	



## MODEL B

A mainly chronological approach as in Model A, but with separate studies of The Roman Empire and Romans in Britain

- the areas of study from the National Curriculum are taught in discrete blocks (apart from the Romans)
- taught in a broadly chronological order
- the local study and the “Beyond 1066” studies can be used to maintain teaching of existing units (at least for the time being)
- Can be used with two year rolling programme as British story is dealt with in Years 4 and 6, with world / local stories in 3 and 4

Year	Autumn term	Spring term	Summer term
3	Early civilizations – Egypt <i>c.3300 BC to 330BC (Peak c. 1500BC)</i>	Ancient Greece <i>Classical period c. 500BC to c. 330BC</i>	Rome builds its empire c.753 BC to 27AD (ie NOT yet studying Romans in Britain)
4	Britain from the Stone Age to Iron Age <i>c. Stone Age to c. 2500 BC</i> <i>Bronze Age to c. 800BC Iron Age to AD 42</i>	The Romans’ impact on Britain <i>c. AD 42 to AD 410</i>	Britain’s settlement by Anglo-Saxons and Scots <i>c. 400 - 789</i>
5	A contrasting world civilization: Baghdad and early Islamic civilization <i>c. 900 AD (Or other from list)</i>		A local historical study that investigates a site. This may maintain existing work eg a Tudor or Victorian site <i>NB Can be from any locality not just the school’s immediate area.</i>
6	The Viking and Anglo-Saxon struggle for England <i>789-1066</i>	A study beyond 1066 – Kept from the existing curriculum eg Tudors, Victorians or Britain since 1930s OR something new, including a thematic study (see Model D).	



## MODEL C

A modified, but still mainly chronological approach –

- the areas of study from the National Curriculum taught in discrete blocks
- taught in a broadly chronological order
- an extra “timeline” study is included to reinforce KS1 work and chronology before starting rest of programme
- the local study and the “Beyond 1066” studies can be used to maintain teaching of existing units (at least for the time being)
- Not suitable for a two year rolling programme without losing the coherent, broadly chronological story line from Year 4

Year	Autumn term	Spring term	Summer term
3	Our timeline (or “A time traveller’s guide to history”) <i>Starting with work done in KS1, build a class timeline of people and events and places they know a bit about already. It should touch down at points from ancient times to the present day. Add some more people, events etc using ideas suggested for KS1 that have not been used so far.</i>	Early civilizations – Egypt <i>c.3300 BC to 330BC (Peak c. 1500BC)</i>	Ancient Greece <i>Classical period c. 500BC to c. 330BC</i>
4		Britain from the Stone Age to Iron Age <i>c. Stone Age to c. 2500 BC</i> <i>Bronze Age to c. 800BC</i> <i>Iron Age to AD 42</i>	The Roman Empire and its impact on Britain <i>c. AD 42 to AD 410</i>
5	Britain’s settlement by Anglo-Saxons and Scots <i>c. 400 - 789</i>	A contrasting world civilization: Baghdad and early Islamic civilization <i>c. 900 AD (Or other from list)</i>	
6	The Viking and Anglo-Saxon struggle for England <i>789 -1066</i>	A study beyond 1066 – Kept from the existing curriculum eg Tudors, Victorians or Britain since 1930s OR something new, including a thematic study (see Model D).	A local historical study that investigates a site. This may maintain existing work eg a Tudor or Victorian site <i>NB Can be from any locality not just the school’s immediate area.</i>



## MODEL D

The sequential, chronological approach is delayed until part way through Year 4. Work in Year 3 moves them gently back towards the more distant past

- there are two “Beyond 1066” studies.: one is based on current work on Britain since 1930s or the Victorians.; the other follows a theme or uses several case studies to compare different periods in history.
- taught in a broadly chronological order
- the local study and the “Beyond 1066” studies are used to maintain teaching of existing units (at least for the time being)
- Not ideal for a two year rolling programme as the rationale is lost if Year 3 does not always do the more recent history.

Year	Autumn term	Spring term	Summer term
3	A study beyond 1066 – Kept from the existing curriculum: Victorians or Britain since 1930s		A local historical study that investigates a site that may maintain existing work: a Victorian or Tudor site <i>NB Can be from any locality not just the school's immediate area.</i>
4	A study beyond 1066 – Following a theme eg <i>“People on the move” to drop down at different points in time to see how people lived, why they moved and how. Aims to give a sense of period before starting steady study of history from Stone Age to 1066.</i>	Britain from the Stone Age to Iron Age <i>c. Stone Age to c. 2500 BC</i> <i>Bronze Age to c. 800BC Iron Age to AD 42</i>	Early civilizations – Egypt <i>c.3300 BC to 330BC (Peak c. 1500BC)</i>
5	Ancient Greece <i>Classical period c. 500BC to c. 330BC</i>	The Romans’ impact on Britain <i>c. AD 42 to AD 410</i>	Britain’s settlement by Anglo-Saxons and Scots <i>c. 400 – 789</i>
6	A contrasting world civilization: eg Baghdad and early Islamic civilization <i>c. 900 AD (Or other from list)</i>	The Viking and Anglo-Saxon struggle for England <i>789 -1066</i>	



## MODEL E

You are completely free to teach the required history in any order, either as discrete “units” or by breaking/ mixing them up and adding to them as you wish.

BUT – you must be sure that you are making every effort to meet all the learning developments set out in the Aims and in the preamble paragraph for Key Stage 2, including its very strong emphasis on helping children to develop a “**chronologically secure knowledge and understanding of British, local and world history**”

Year	Autumn term	Spring term	Summer term
3	Any studies may appear in any sequence and may be broken into themes so long as the children emerge with a clear, informed coherent understanding of –		
4	<ul style="list-style-type: none"> <li>• The achievements of the earliest civilizations (One from the list in depth)</li> <li>• Changes in Britain from the Stone Age to the Iron Age</li> <li>• Ancient Greece – life, achievements and influence on the western world</li> <li>• The Roman Empire and its impact on Britain</li> </ul>		
5	<ul style="list-style-type: none"> <li>• Britain’s settlement by Anglo-Saxons and Scots</li> <li>• The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor</li> <li>• A non-European society that contrasts with British history – (One from the list)</li> <li>• A local study</li> </ul>		
6	<ul style="list-style-type: none"> <li>• A study of an aspect or theme in British history that extends pupils’ knowledge beyond 1066.</li> </ul>		