Shanklea Primary School – History curriculum statements and coverage.

Key stage 1

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 (NC, 2014).

Pupils will be taught about:

* Changes within living memory – where appropriate, these will be used to reveal aspects of change in national life –
	+ ***How holidays have changed up to holidays today.***
	+ ***Why do we wear poppies? A study of the First World War.***
* Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London. –
	+ ***Why do we have Fireworks? Guy Fawkes and the Houses of Parliament.***
	+ ***What happened in London in 1666? A study of the Great Fire of London.***
* The lives of significant individuals in the past who have contributed to national and international achievements, some will be used to compare aspects of life in different periods e.g. Florence Nightingale. –
	+ ***Who is Florence Nightingale?***
* Significant historical events, people and places in their own locality
	+ ***How have homes changed?***

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. (NC, 2014)

* Changes in Britain from the Stone Age to the Iron Age
	+ ***Who designed the knife? Y3/4. A study of Stone Age technology.***
* The Roman Empire and its impact on Britain
	+ ***What is the Roman Empire? Y3/4.***
* Britain’s settlement by Anglo-Saxons and Scots
	+ ***Who were the Anglo-Saxons? Y3/4. A study of the settlement of Britain by the Anglo-Saxons.***
* The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
	+ ***What happened to the Vikings? Y5/6.***
* A local history study
* A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066
	+ ***English Topic Y6: World War carried out through a book study of War Horse by Michael Morpurgo.***
* The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of e.g: Ancient Egypt
	+ ***Walk like an Egyptian. Y3/4 – A study of Ancient Egyptian civilisation.***
* Ancient Greece – a study of Greek life and achievements and their influence on the western world
	+ ***How would life be different if the Greek civilisation had never existed? Y5/6.***
* A non-European society that provides contrasts with British history –Mayan civilization .
	+ ***Who were the Mayans? Y5/6.***