



HISTORY: WHOLE SCHOOL OVERVIEW



Including 2014 National Curriculum Guidelines

KS1 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.

Year 1	<ul style="list-style-type: none"> • Personal History • The history of Toys • Neil Armstrong
Year 2	<ul style="list-style-type: none"> • Great Fire of London • Florence Nightingale & Mary Seacole • The Seaside

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.

Year 3

- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age
- and travel, for example, Stonehenge Iron Age hill forts
- Julius Caesar's attempted invasion in 55-54 BC the Roman Empire
- successful invasion by Claudius and conquest, including Hadrian's Wall
- 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

Year 4

- 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)
- village life Saxon art and culture Anglo-Saxon invasions, settlements and kingdoms: place names and Lindisfarne
- Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld Saxon laws and justice Edward the Confessor

Year 3	<ul style="list-style-type: none"> • Changes in Britain (Stone Age - Bronze Age – Iron Age) • Roman Empire and its Impact on Britain
Year 4	<ul style="list-style-type: none"> • Anglo-Saxons and Scots • Vikings & Anglo-Saxon struggle for Kingdom of England (to time of Edward the Confessor)

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 local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- 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.

Year 5	<ul style="list-style-type: none"> • Egyptians • Ancient Greeks
Year 6	<ul style="list-style-type: none"> • Local study – Ufton Court (Tudors) • World War II • Study of a non-European Society e.g. Aztecs or Mayans

