



Long Term Objective Organisation for History

- Please note that only ‘statutory requirements’ should be included in this document; any supplementary guidance and information should be retained by Subject Leaders to support curriculum planning, but must not be included within the Framework of Expectations.
- A local history study could happen in any year group at any time.

Year 1
<p>Pupils should be taught about,</p> <ul style="list-style-type: none"> ▪ 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
<ul style="list-style-type: none"> ▪ events beyond living memory that are significant nationally or globally ▪ 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
Year 3
<ul style="list-style-type: none"> ▪ changes in Britain from the Stone Age to the Iron Age ▪ the Roman Empire and its impact on Britain
Year 4
<ul style="list-style-type: none"> ▪ a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066: The Tudors ▪ the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor ▪ Britain’s settlement by Anglo-Saxons and Scots
Year 5
<ul style="list-style-type: none"> ▪ 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
Year 6
<ul style="list-style-type: none"> ▪ 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. ▪ A local history study: WW2

History

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.