

History National Curriculum Expectations

Overall Aims

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.

Carr Mill History Coverage

KSI National Curriculum expectations

National Curriculum

Cycle

Unit of Work

KSI

Develop an awareness of the past, using common words and phrases relating to the passing of time.

Know where the people and events they study fit within a chronological framework

Identify similarities and differences between ways of life in different periods.

Use a wide vocabulary of everyday historical terms.

Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.

Understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.

Cycle A

My Memory Box- my life and national changes within my lifetime

Cycle B

How has Carr Mill changed over time?
Changes to the locality and National changes.

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]

Cycle B

History Detectives
(Historical enquiry/ child led interest topic)

Cycle B

The Titanic

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]

Cycle A

Comparison of lives in different periods: Carr Mill 100 years ago (Queen Victoria's life V's King Charles)

Cycle A

Black History: Rosa Parks

Cycle B

History Detectives: Explorers and firsts-
First man on the moon/ Columbus

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

Cycle A

Stephenson and the Rainhill Trails

Cycle B

The Titanic

KS2 National Curriculum expectations

	National Curriculum	When	Unit of work
KS2	Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.		
	Should note connections, contrasts and trends over time and develop the appropriate use of historical terms.		
	Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.		
	Construct informed responses that involve thoughtful selection and organisation of relevant historical information.		
	Understand how our knowledge of the past is constructed from a range of sources.		
	Changes in Britain from the Stone Age to the Iron Age	Cycle A (LKS2)	Unit 1: The Stone Age Unit 2: Changes from the Bronze Age to the end of the Iron Age
	The Roman Empire and its impact on Britain	Cycle A (UKS2)	Roman Britain and Invasion
	Britain's settlement by Anglo-Saxons and Scots	Cycle A (UKS2)	Anglo Saxons: Invaders or Settlers
	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Cycle A (UKS2)	Vikings and Anglo Saxons: the struggle for the Kingdom.
	A local history study	Cycle A (LKS2)	History of St Helens- Coaly and Paney
	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Cycle B (LKS2)	A Street through time: Evolution of life in Britain. (Settlement/ Crime/ culture/ invasions)
Cycle B (UKS2)		WWI's impact on St Helens WWI and how it led to WW2. St Helens PALs	
Cycle A (UKS2)		British Empire: The Impact on humanity	
Ancient History	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	Cycle B (LKS2)	The achievements of the earliest civilizations: Followed by a more in-depth study of Ancient Egyptian trade.
	Ancient Greece - a study of Greek life and achievements and their influence on the western world	Cycle B (UKS2)	The Ancient Greek Democracy

	<p>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.</p>	<p>Cycle B (LKS2)</p>	<p>Mesoamerica V's Ancient Britain- Contrast of settlements</p>
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	<p>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</p>		
	<p>Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</p>		
	<p>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</p>		
	<p>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.</p>		
	<p>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.</p>		