

# History: National Curriculum Overview

## FOUNDATION STAGE

- To show interest in the lives of people who are familiar to them.
- To remember and talk about significant events in their own experiences.
- To recognise and describe special times or events for family or friends.
- To show interest in different occupations and ways of life.
- To know some of the things that make them unique, and to talk about some of the similarities and differences in relation to friends or family.
- To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.
- To talk about some of the things they have observed, such as plants, animals, natural and found objects.
- To talk about why things happen and how things work.
- To develop an understanding of growth, decay and changes over time.
- To look closely at similarities, differences, patterns and change.
- To talk about past and present events in their own lives and in the lives of family members.
- To know about similarities and differences between themselves and others, and among families, communities and traditions.
- To know about similarities and differences in relation to places, objects, materials and living things.
- To talk about the features of their own immediate environment and how environments might vary from one another.

## KEY STAGE ONE

National Curriculum Requirements	History Unit
Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	Rosa Parks (Y2) Neil Armstrong (Y2) Queen Elizabeth II (Y2)
Events beyond living memory that are significant nationally or globally.	The Gun Powder Plot (Y1) The Great Plague (Y1) The Great Fire of London (Y1) The Industrial Revolution (Y2) The First Flight (Y2)
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.	Christopher Columbus (Y1) Florence Nightingale (Y1) Rosa Parks (Y2) Neil Armstrong (Y2) Queen Elizabeth II (Y2)
Significant historical events, people and places in their own locality.	Florence Nightingale (Y1) The Great Plague (Y1) The Industrial Revolution (Y2)

## KEY STAGE TWO

National Curriculum Requirements	History Unit
Changes in Britain from the Stone Age to the Iron Age.	The Stone, Bronze and Iron Ages (Y3)
The Roman Empire and its impact on Britain.	Romans (Y4)
Britain's settlement by Anglo-Saxons and Scots.	Anglo Saxons (Y4)
The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.	Vikings (Y4)
A local history study.	World War 2 (Y6) [Barnes Wallis, The Dam Busters Raid – Derwent Dams, Rolls Royce – Merlin engine]
A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	Tudors (Y5) Victorians (Y5)
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 Egypt (Y3)
Ancient Greece – a study of Greek life and achievements and their influence on the western world.	Ancient Greeks (Y5)
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.	Aztecs (Y6)