

Primary History Statutory Objectives Overview

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Curriculum statements taken from National Curriculum (DfE, 2013)



KS1

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.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

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. 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.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

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

Pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilizations
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- 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.



History Curriculum Overview

KS2 Chronology (British, Local and World Study)

Stone Age
15,000BC



Egyptians
7500BC



Mayans
1100BC



Iron Age
600BC

Roman Britain
43AD



Anglo-Saxons and Vikings
450AD



Victorians
1837



WW2
1939



Y1

KS1
(Awareness of the past)

Y2

Y3

Y4

Y5

Y6

Within Living Memory

Y1 Significant Individuals Within Living Memory

The Royal Family

Y1 Significant Events Within Living Memory

Royal Wedding

Beyond Living Memory

Y1 Significant Individuals Beyond Living Memory

Neil Armstrong

Y1 Significant Events Beyond Living Memory

Toys through Time

Within Living Memory

Y2 Significant Individuals Within Living Memory

Boris Johnson

Y2 Significant Events Within Living Memory

Remembrance

Beyond Living Memory

Y2 Significant Individuals Beyond Living Memory

Christopher Columbus

Y2 Significant Events Beyond Living Memory

The Great Fire of London

Changes in Britain from the Stone Age to the Iron Age

Stone Age

Earliest Civilisations

Ancient Egypt

Ancient Greece

Changes in Britain from the Stone Age to the Iron Age

Iron Age

The Roman Empire and its impact on Britain

Roman Invasions

A Non-European Society

Mayans

Beyond 1066

Anglo-Saxons

From the Vikings to Edward the Confessor

Vikings

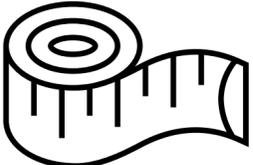
Beyond 1066

Changing Power

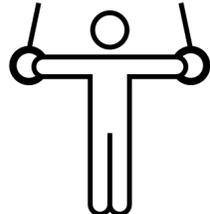
Beyond 1066/Local History

World War 2 and Reflections in the Locality

Skills of a Historian



Chronological Understanding



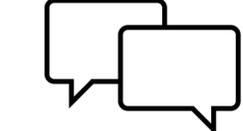
Range and Depth of Historical Knowledge



Interpretations of History



Historical Enquiry



Organisation and Communication

