**National Curriculum Programmes of Study**

**History - Year 1 & Year 2**

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| KS1 HistoryPupils should be taught: |
| Hi1/1.1    changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life |  |
| Hi1/1.2    events beyond living memory that are significant nationally or globally                 *e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries* |  |
| Hi1/1.3    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 *e.g. 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 and Edith Cavell* |  |
| Hi1/1.4    significant historical events, people and places in their own locality |  |

**History - Year 3**

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| **Hi2/1.1    Pre-Roman Britain****(Light Touch)** |
| Pupil should be taught about changes in Britain from the Stone Age to the Iron Age |
| This could include:late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, StonehengeIron Age hill forts: tribal kingdoms, farming, art and culture |  |

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| **Hi2/1.2    Roman Britain****Local History Study** |
| Pupil should be taught about the Roman empire and its impact on Britain |
| This could include:Julius Caesar’s attempted invasion in 55-54 BCthe Roman Empire by AD 42 and the power of its armysuccessful invasion by Claudius and conquest, including Hadrian’s WallBritish resistance, for example, Boudica"Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity |  |

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| **Key Skills** |
| Chronology:place the time studied on a time linesequence events or artefactsuse dates related to the passing of time |  |
| Range and Depth of Historical Knowledge: find out about everyday lives of people in time studiedcompare with our life todayidentify reasons for and results of people’s actionsunderstand why people may have had to do something |  |
| Interpretations of History:identify and give reasons for different ways in which the past is representeddistinguish between different sources and evaluate their usefulnesslook at representations of the period – museum, cartoons, etc. |  |
| Historical Enquiry:use a range of sources to find out about a periodobserve small details – artefacts, picturesselect and record information relevant to the studybegin to use the library, e-learning for researchask and answer questions |  |
| Organisation and Communication:communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama |  |