**National Curriculum Programmes of Study**

**History - Year 1 & Year 2**

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| KS1 History Pupils 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, Stonehenge  Iron 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 BC  the Roman Empire by AD 42 and the power of its army  successful invasion by Claudius and conquest, including Hadrian’s Wall  British 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 line  sequence events or artefacts  use dates related to the passing of time |  |
| Range and Depth of Historical Knowledge:  find out about everyday lives of people in time studied  compare with our life today  identify reasons for and results of people’s actions  understand why people may have had to do something |  |
| Interpretations of History:  identify and give reasons for different ways in which the past is represented  distinguish between different sources and evaluate their usefulness  look at representations of the period – museum, cartoons, etc. |  |
| Historical Enquiry:  use a range of sources to find out about a period  observe small details – artefacts, pictures  select and record information relevant to the study  begin to use the library, e-learning for research  ask and answer questions |  |
| Organisation and Communication:  communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama |  |