

National Curriculum 2014

History

**“YESTERDAY IS HISTORY. TOMORROW IS A
MYSTERY. AND TODAY? TODAY IS A GIFT.
THAT’S WHY WE CALL IT THE PRESENT.”**

BABATUNDE OLATUNJI

© Lifehack Quotes

Enquiry based learning...



Purpose of Study:

A high quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupil's curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and the relationships between different groups, as well as their own identity and the challenges of their time.

Changes to the existing curriculum for 2014

Key Stage 1 Units:

- **Same** Changes within living memory
- **Same** Events beyond living memory that are significant nationally or globally
- **Same** The lives of significant individuals - *some should be used to compare aspects of life in different periods.*
- **New** The people on the list!
- **Same** Significant historical events, people, places in their own locality.
- **New** More emphasis on the use of historical vocabulary.



No major changes but a new focus on vocabulary.

Changes to the existing curriculum for 2014

Key Stage 2 Units:

- **New** Changes in Britain from the Stone Age to Iron Age
- **Same** The Roman Empire and its impact on Britain
- **Same** Britain's settlement by the Anglo-Saxons and Scots
- **Same** The Viking and Anglo-Saxon struggle for the kingdom of England to 1066.

- **Same** A Local History Study

- **New** A Study of an aspect or theme that extends pupils' knowledge beyond 1066

- **Same** The achievements of the earliest civilisations - **one of** Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty.

- **New** A non-European society - **one of** Early Islam; Mayan civilisation; Benin.
- **Same** The lasting influence of Ancient Greece



6-9 units means more content but ...

1. Some are overview units and some are in depth
2. Local studies can be incorporated in with other units.

How we have organised the national curriculum History objectives across each year group and each term.

See separate document.

| Year | Au 1 | Au 2 | Sp 1 | Sp 2 | Su 1 | Su 2 |
|----------|-----------------------|---------------|-----------------------------|--|-----------|------|
| 1 | Land of the dinosaurs | | Knights and castles | | | |
| 2 | Man on the Moon | | Fire of London | | | |
| 3 | Greeks | | Roman Empire | | Stone Age | |
| 4 | | Anglo Saxons | Vikings | | | |
| 5 | | Victorians | Macbeth (Tudors Britain) | | | |
| 6 | | Ancient World | WW2 | South America (Mayan civilisations) | | |

How it will be delivered at Friars.....

- History will continue to be taught through CLJ units.
- Each year group will study two history focused CLJ units to meet the requirements of the new curriculum:
- Y1- Dinosaurs, Knights and Castles.
- Y2- Man on the Moon, Great Fire of London
- Y3- Ancient Greece, Romans, Stone Age
- Y4- Anglo Saxons, Vikings
- Y5- Victorians (including a significant turning point in British history eg the first railways), changes in social history (leisure and entertainment, linked to Macbeth)
- Y6- Ancient Egypt, local history (the blitz), non European society (Mayan civilization)
- Skills can be taught discretely through other CLJ units. Eg looking at different sources.
- More enquiry based learning starting with a hook to give the children the opportunity to ask questions.
- Clear focus on use of historical vocabulary.