

## History Scheme of Work

The national curriculum 2014 states that:

*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 pupils' 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 relationships between different groups, as well as their own identity and the challenges of their time.*

### Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

### National Curriculum - Key stage 2

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 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 – 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 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.

**Progression in history involves developing historical perspective through:**

- wider, more detailed and chronologically secure knowledge
- sharper methods of enquiry and communication
- deeper understanding of more complex issues and of abstract ideas
- closer integration of history’s key concepts (see section 5 in the adjacent table\*)
- greater independence in applying all these qualities

**History – progression in skills across Key Stage 2**

Emerging	Developing	Competent
Pupils show their emerging sense of chronology by placing events and objects in order. Pupils use terms about the passing of time.	Pupils show their developing understanding of chronology by their realisation that the past can be divided into different periods of time.	Pupils describe characteristic features of past societies and periods. Pupils identify changes within and across different periods.
Pupils recognise the distinction between present and past in their own and other people's lives.	Pupils recognise some of the similarities and differences between periods. Pupils use dates and terms to describe different periods.	Pupils show increasing depth of factual knowledge and understanding of aspects of the history of Britain and the wider world.
Pupils know and recount episodes from stories about the past.	Pupils recognise that there are reasons why people in the past acted as they did.	Pupils describe and make links between events and changes and give reasons for, and results of, these events and changes.
Pupils find answers to some simple questions about the past from sources of information.	Pupils use sources of information in ways that go beyond simple observations to answer questions about the past.	Pupils use their knowledge and understanding to evaluate sources of information and identify those that are useful for particular tasks
	Pupils show knowledge and understanding of some of the main events, people and changes studied. Pupils begin to give reasons for, and results of, the main events and changes.	Pupils know that some events, people and changes have been interpreted in different ways and suggest possible reasons for this.

The Scheme of Work for History at CKJS aims to match the requirements of the national curriculum and provide an exciting, stimulating curriculum enabling our pupils to develop competence in their historical skills.

Pupils will develop these skills by following the following curriculum across Key Stage 2.

Our curriculum allows for a focused in-depth study of key periods and an overview study across time.

Year Group	Key Periods to be Studied	Overview Study
3	Ancient Greece Iron Age, Stone Age	Maps
4	Celts, Romans, Anglo-Saxons	Chocolate
5	Tudors, Aztecs	Toilets
6	Britain Since 1900	Fashion

Wherever relevant, links to local history will be explored in conjunction with the key period/overview study undertaken.