

OLD NATIONAL CURRICULUM HISTORY	NEW NATIONAL CURRICULUM HISTORY	SIMILARITIES, DIFFERENCES, OMISSIONS, CHANGES or NEW REQUIREMENTS	IMPLICATIONS FOR SLs/class teachers/schools/others
<p>PROGRAMME OF STUDY KEY STAGE 1 (OLD) During Key Stage 1 pupils learn about people's lives and lifestyles.</p> <p>They find out about significant men, women, children and events from the recent and more distant past, including those from both Britain and the wider world.</p> <p>They listen and respond to stories and use sources of information to help them ask and answer questions.</p> <p>They learn how the past is different from the present.</p> <p>1. Pupils should be taught to:</p> <ol style="list-style-type: none"> place events and objects in chronological order use common words and phrases relating to the passing of time (for example, before, after, a long time ago, past). <p>2. Pupils should be taught to:</p> <ol style="list-style-type: none"> recognise why people did things, why events happened and what happened as a result identify differences between ways of life at different times. <p>3. Pupils should be taught to identify different ways in which the past is represented.</p> <p>4. Pupils should be taught:</p> <ol style="list-style-type: none"> how to find out about the past from a range of sources of information (for example, stories, eye-witness accounts, pictures and photographs, artefacts, historic buildings and visits to museums, galleries and sites, the use of ICT-based sources) to ask and answer questions about the past. <p>5. Pupils should be taught to select from their knowledge</p>	<p>PROGRAMME OF STUDY KEY STAGE 1 (NEW)</p> <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>They should know where the people and events they study fit within a chronological framework and</p> <p>identify similarities and differences between ways of life in different periods.</p> <p>They should use a wide vocabulary of everyday historical terms.</p> <p>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.</p> <p>They should understand some of the ways in which we find out about the past and</p> <p>identify different ways in which it is represented.</p> <p>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.</p>	<p>Similarities (see a text in green in the two left hand columns)</p> <p>Differences / Omissions (see text in red in the far left hand column)</p> <ul style="list-style-type: none"> No attainment target, so no links to levels Much less guidance and exemplification No cross curricular links No specific requirement to understand causation (is this just a simple omission?) <p>Changes / New Requirements (see text in blue in the middle columns)</p> <ul style="list-style-type: none"> Comparison of aspects of life in different periods (some exemplars not previously included at Key Stage 1 so unlikely to have been taught) significant historical events, people and places in their own locality <p>More of a focus on?</p> <ul style="list-style-type: none"> historical vocabulary change comparison of different periods Local history 	

<p>of history and communicate it in a variety of ways (for example, talking, writing, using ICT).</p> <p><u>BREADTH OF STUDY</u></p> <p>6. During the key stage, pupils should be taught the knowledge, skills and understanding through the following areas of study:</p> <p>a. changes in their own lives and the way of life of their family or others around them</p> <p>b. the way of life of people in the more distant past who lived in the local area or elsewhere in Britain</p> <p>c. the lives of significant men, women and children drawn from the history of Britain and the wider world (for example, artists, engineers, explorers, inventors, pioneers, rulers, saints, scientists)</p> <p>d. past events from the history of Britain and the wider world (for example, events such as the Gunpowder Plot, the Olympic Games, other events that are commemorated).</p>	<p><u>SUBJECT CONTENT</u></p> <p>Pupils should be taught about:</p> <p>§ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>§ 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)</p> <p>§ the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>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 Edith Cavell)</p> <p>§ significant historical events, people and places in their own locality.</p> <p>I</p>		
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PROGRAMME OF STUDY KEY STAGE 2 (OLD)	PROGRAMME OF STUDY KEY STAGE 2 (NEW)	SIMILARITIES, DIFFERENCES, OMISSIONS, CHANGES or NEW REQUIREMENTS	IMPLICATIONS FOR SLs/classroom teachers/schools/others
<p>During Key Stage 2 pupils learn about significant people, events and places from both the recent and more distant past.</p> <p>They learn about change and continuity in their own area, in Britain and in other parts of the world.</p> <p>They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives.</p> <p>They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments.</p> <p>They also learn that the past can be represented and interpreted in different ways.</p> <p>1. Pupils should be taught to:</p> <p>a. place events, people and changes into correct periods of time</p> <p>b. use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decade.</p> <p>2. Pupils should be taught:</p> <p>a. about characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past</p> <p>b. about the social, cultural, religious and ethnic diversity of the societies studied, in Britain and</p>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history,</p> <p>establishing clear narratives within and across the periods they study.</p> <p>They should note connections, contrasts and trends over time</p> <p>and develop the appropriate use of historical terms.</p> <p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>They should understand how our knowledge of the past is constructed from a range of sources</p> <p>and that different versions of past events may exist, giving some reasons for this.</p> <p>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.</p>	<p><u>Similarities</u></p> <p>(see a text in green in the two left hand columns)</p> <p><u>Differences / Omissions</u></p> <p>(see text in red in the far left hand column)</p> <ul style="list-style-type: none"> • No Tudors • No Victorians • No Britain since 1930 • Pupils have to study all three pre 1066 units • No attainment target, so no links to levels • More exemplification of potential content • No cross curricular links • No PESC or specific references about ideas beliefs & different attitudes • No guidance on types of resources that could be used <p><u>Changes / New Requirements</u></p> <p>(see text in blue in the middle columns)</p> <ul style="list-style-type: none"> • More units, nine instead of six • Requirement to teach Stone Age – Iron Age 	

<p>the wider world</p> <p>c. to identify and describe reasons for, and results of, historical events, situations, and changes in the periods studied</p> <p>d. to describe and make links between the main events, situations and changes within and across the different periods and societies studied.</p> <p>3. Pupils should be taught to recognise that the past is represented and interpreted in different ways, and to give reasons for this.</p> <p>4. Pupils should be taught:</p> <p>a. how to find out about the events, people and changes studied from an appropriate range of sources of information, including ICT-based sources (for example, documents, printed sources, CD-ROMS, databases, pictures and photographs, music, artefacts, historic buildings and visits to museums, galleries and sites)</p> <p>b. to ask and answer questions, and to select and record information relevant to the focus of the enquiry.</p> <p>5. Pupils should be taught to:</p> <p>a. recall, select and organise historical information</p> <p>b. use dates and historical vocabulary to describe the periods studied</p> <p>c. communicate their knowledge and understanding of history in a variety of ways (for example, drawing, writing, by using ICT).</p> <p><u>BREADTH OF STUDY</u></p> <p>1) Local history study</p> <p>A study investigating how an aspect in the local area has changed over a long period of time, or</p>	<p><u>SUBJECT CONTENT</u></p> <p>Pupils should be taught about:</p> <p><u>1) changes in Britain from the Stone Age to the Iron Age</u></p> <p>This could include:</p> <ul style="list-style-type: none"> late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae Bronze Age religion, technology and travel, e.g. Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture <p><u>2) the Roman Empire and its impact on Britain</u></p> <p>This could include:</p> <ul style="list-style-type: none"> 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, e.g. Boudica “Romanisation” of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity <p><u>3) Britain’s settlement by Anglo-Saxons and Scots</u></p> <p>This could include:</p> <ul style="list-style-type: none"> Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture 	<ul style="list-style-type: none"> Requirement to study an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 with only a couple of examples from previous units A new <i>exemplar</i> Ancient China for early civilizations A new exemplar for a non European society early Islamic civilisation <p><u>More of a focus on?</u></p> <ul style="list-style-type: none"> Stone Age through to 1066 Overview and depth studies Chronology and changes over time Local history 	
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<p>how the locality was affected by a significant national or local event or development or by the work of a significant individual.</p> <p>2) Romans, Anglo-Saxons and Vikings in Britain An overview study of how British society was shaped by the movement and settlement of different peoples in the period before the Norman Conquest and an in-depth study of how British society was affected by Roman or Anglo-Saxon or Viking settlement.</p> <p>3) Britain and the wider world in Tudor times A study of some significant events and individuals, including Tudor monarchs, who shaped this period and of the everyday lives of men, women and children from different sections of society.</p> <p>4 A) Victorian Britain A study of the impact of significant individuals, events and changes in work and transport on the lives of men, women and children from different sections of society. OR 4B) Britain since 1930 A study of the impact of the Second World War or social and technological changes that have taken place since 1930, on the lives of men, women and children from different sections of society.</p> <p>5) A European history study A study of the way of life, beliefs and achievements of the people living in Ancient Greece and the influence of their civilisation on the world today.</p> <p>6) A world history study A study of the key features, including the everyday lives of men, women and children, of a past</p>	<ul style="list-style-type: none"> • Christian conversion – Canterbury, Iona and Lindisfarne <p>4) the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>This could include:</p> <ul style="list-style-type: none"> • Viking raids and invasion • resistance by Alfred the Great and Athelstan, first king of England • further Viking invasions and Danegeld • Anglo-Saxon laws and justice • Edward the Confessor and his death in 1066 <p>5) a local history study</p> <p>For example:</p> <ul style="list-style-type: none"> • a depth study linked to one of the British areas of study listed above • a study over time tracing how several aspects national history are reflected in the locality (this can go beyond 1066) • a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. <p>6) a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>For example:</p> <ul style="list-style-type: none"> • the changing power of monarchs using case studies such as John, Anne and Victoria • changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century • the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day • a significant turning point in British history, e.g. the first 		
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<p>society selected from: Ancient Egypt, Ancient Sumer, the Assyrian Empire, the Indus Valley, the Maya, Benin, or the Aztecs.</p>	<p>railways or the Battle of Britain</p> <p>7) <u>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:</u></p> <ul style="list-style-type: none"> • Ancient Sumer; • The Indus Valley; • Ancient Egypt; • The Shang Dynasty of Ancient China <p>8) <u>Ancient Greece – a study of Greek life and achievements and their influence on the western world</u></p> <p>9) <u>a non-European society that provides contrasts with British history - one study chosen from:</u></p> <ul style="list-style-type: none"> • early Islamic civilization, including a study of Baghdad C. AD 900; • Mayan civilization c. AD 900; • Benin (West Africa) c. AD 900-1300. 		
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