

**KEY STAGE ONE**

**Pupils should be taught to:**

- Understand changes within living memory – where appropriate, these should be used to reveal aspects of change in national life
- Understand events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- Understand 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 [for example, 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]
- Recognise significant historical events, people and places in their own locality.

**(Department of Education 2014)**

**Programme of Study for Year 1 and Year 2**

**Year One**

Start to understand changes within living memory – where appropriate, these should be used to reveal aspects of change in national life.

Begin to understand events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]

Begin to understand 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 [for example, 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]

Start to recognise significant historical events, people and places in their own locality.

**Year Two**

Continue to understand changes within living memory – where appropriate, these should be used to reveal aspects of change in national life.

Continue to understand events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]

Continue to understand 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 [for example, 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]

Continue to recognise significant historical events, people and places in their own locality.

## KEY STAGE TWO

### Pupils should be taught to:

- Recognise changes in Britain from the Stone Age to the Iron Age
- Understand the Roman Empire and its impact on Britain
- Understand Britain's settlement by Anglo-Saxons and Scots
- Recognise the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- Complete a local history study
- Complete a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
- Understand 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
- Develop an understanding of Ancient Greece – a study of Greek life and achievements and their influence on the western world
- Develop an understanding of 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

(Department of Education 2014)

### Programme of Study for Year 3- Year 6

#### Year 3 and Year 4

Start to recognise changes in Britain from the Stone Age to the Iron Age.

Begin to understand the Roman Empire and its impact on Britain

Begin to Understand Britain's settlement by Anglo-Saxons and Scots.

Start to recognise the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Begin to understand 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

#### Year 5 and Year 6

Complete a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Develop an understanding of 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.