**KS1**

There are only a few minor differences at KS1. Therefore, this new curriculum should not cause too many ripples to older schemes of work.

**Knowledge, skills and understanding**

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| **OLD CURRICULUM** | **NEW CURRICULUM** | **WHAT HAS CHANGED** |
| **Chronological understanding**  Place events and objects in chronological order. | Know where people and events fit within a chronological framework. | No change. |
| Use common words and phrases relating to the passing of time. | Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. | No real change, apart from *develop an awareness of the past,* so more emphasis on this. |
| **Knowledge and understanding of events, people and changes in the past**  Recognise why people did things, why events happened and what happened as a result. | Ask and answer questions, choosing and using parts of stories and other sources to show they know and understand key features of events. | More emphasis on using stories and other sources. |
| Identify differences between ways of life at different times. | Identify similarities and differences between ways of life in different periods. | Identify similarities as well as differences. |
| **Historical interpretation**  Identify ways in which the past is represented. | Identify different ways in which it is represented. | No change. |
| **Historical** **enquiry**  How to find out about the past from a range of sources of information. | Understand some of the ways in which we find out about the past. | No change. |
| Ask and answer questions about the past. | They should ask and answer questions. | No change. |
| **Organisation and communication**  Select from their knowledge of history and communicate it in a variety of ways. | Understand historical concepts and use them to make connections, contrast, analyse and create their own accounts, written narratives and analyses. | The new curriculum has this as one of the aims stipulated at the start. |

**Breadth of study**

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| **OLD CURRICULUM** | **NEW CURRICULUM** | **WHAT HAS CHANGED** |
| **Breadth of study**  Changes in their own lives and the way of life of their family or others around them. | Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. | To reveal aspects of change in national life, where appropriate. |
| The way of life of people in the more distant past who lived in the local area or elsewhere in Britain. | Significant historical events, people and places in their own locality. | No change. |
| The lives of significant men, women and children drawn from the history of Britain and the wider world. | The lives of significant individuals in the past who have contributed to national and international achievements. | The new curriculum offers a range of examples, although they are non-statutory. They are more specific in their criteria. |
| Past events from the history of Britain and the wider world. | Events beyond living memory that are significant nationally or globally. | No major change. |

**KS2**

The major differences at KS2 are in the Breadth of study section of the new curriculum.

**Knowledge, skills and understanding**

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| **OLD CURRICULUM** | **NEW CURRICULUM** | **WHAT HAS CHANGED** |
| **Chronological understanding**  Place events, people and changes into correct periods of time. | Develop a chronologically secure knowledge and understanding. | No change. |
| Use dates and vocabulary relating to the passing of time. | Develop the appropriate use of historical terms. | No change. |
| **Knowledge of understanding of events, people and changes in the past**  Characteristic features of the periods and societies studied, including ideas, beliefs and attitudes of people in the past. | 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. | *Aspects* and *nature*  in the new curriculum replace *characteristic features* in the old curriculum. *Aspects* and *nature* could of course include characteristic features. |
| Social, cultural, religious and ethnic diversity of the societies studied, in Britain and the wider world. | 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. | There is different phrasing here; the old NC using *diversity*  and the new NC using *contexts.* |
| Identify and describe reasons for, and results of, historical events, situations, and changes in the periods studied. | Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance. | No change. |
| Describe and make links between the main events, situations and changes within and across the different periods and societies studied. | Understand historical concepts to make connections, draw contrasts, and analyse trends. | Basically the same; *make links* from the old curriculum replaced by *make connections* in the new one; although the new curriculum does encourage *written narratives.* |
| **Historical interpretation**  Recognise that the past is represented and interpreted in different ways. | Understand the methods of historical enquiry, including how evidence is used to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. | No change. |
| **Historical enquiry**  Find out about the people, events and changes studied from an appropriate range of sources of information, including ICT based sources. | Understand how our knowledge of the past is constructed from a range of sources. | No change. |
| Ask and answer questions, and to select and record information relevant to the focus of the enquiry. | Regularly address and sometimes devise historically valid questions. | The new curriculum uses the word *sometimes* when devising questions. |
| **Organisation and communication**  Recall, select and organise historical information. | Construct informed responses that involve thoughtful selection and organisation of relevant historical information. | No change. |
| Use dates and historical vocabulary to describe the periods studied. | Develop the appropriate use of historical terms. | No change. |
| Communicate their knowledge and understanding of history in a variety of ways. | Make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. | No change; although the new curriculum is more specific. |

**Breadth of study**

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| **OLD CURRICULUM** | **NEW CURRICULUM** | **WHAT HAS CHANGED** |
| Pupils should be taught the knowledge, skills and understanding through a local history study, three British history studies, a European history study and a world history study. | 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. |  |
| **Local history study**  A study investigating how an aspect in the local area has changed over a long period of time, or how the locality was affected by a significant national or local event or development or by the work of a significant individual. | **Local history study**  a depth study linked to one of the British areas of study listed below   * a study over time tracing how several aspects of 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. | This unit can be combined with another to form a depth study. |
|  | **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. | This is new. |
| **British history**  **Romans, Anglo-Saxons and Vikings.**  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. | **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. | The old national curriculum gave a choice of Romans o*r* Anglo-Saxons *or* Vikings. The new curriculum sees *all* of them being taught. |
|  | **Britain’s settlement by Anglo-Saxons and Scots**  This could include:   * 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. * Christian conversion – Canterbury, Iona and Lindisfarne. |  |
|  | **The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor**  This could include:   * 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 |  |
| **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. | **A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066**  *Examples:*   * 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, for example, the first railways or the Battle of Britain. | The Tudors are not mentioned specifically, although they could be done as part of this unit.  This unit gives plenty of opportunity to introduce pupils to a wide variety of exciting historical topics. |
| **Victorian Britain or Britain since 1930.**  **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.  **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. |  | There is no compulsory Victorian unit in the new curriculum, or Britain since 1930. However, aspects of these periods could be covered in the unit *‘A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066’.* |
| **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. | **Ancient Greece** – a study of Greek life and achievements and their influence on the western world. | No change. |
| **A world history study**  A study of the key features, including the everyday lives of men, women and children, of a past society selected from: Ancient Egypt, Ancient Sumer, the Assyrian Empire, the Indus Valley, the Maya, Benin, or the Aztecs. | **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 | Most of this is the same, with the addition in the new curriculum of the Shang Dynasty as one option for the depth study. |
|  | **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. | This is new and for many teachers will need new resources and planning, although Benin is one option. |

In the example schemes of work below, the mandatory headings in the National Curriculum are in **bold.** I have put examples of topics to study underneath each. Here is one example of a KS1 scheme of work: there are four main criteria to be satisfied in the National Curriculumm and so rather than just study one after the other, combine them all each year to give a fuller and more varied breadth of historical study.

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|  | Year 1 | Year 2 |
| Autumn | * **Changes within living memory** * How toys have changed: toys past and present * How homes have changed: today, Victorian, Tudor * How seaside holidays have changed: today and when our grandparents were young * How school has changed: today and Victorian times * Man’s First Moon Landing | * **Events beyond living memory that are significant nationally or globally** * Tutankhamun and the discovery of the tomb * The Greek victory over the Persians at the Battle of Marathon * Mount Vesuvius and the Destruction of Pompeii * The Battle of Hastings * The Gunpowder Plot and Bonfire Night * The Great Fire of London * The first aeroplane flight * Victorian Christmas * The Sinking of the Titanic * World War One Remembrance |
| Spring | * **Significant historical events, people and places in their own locality** * World War One Remembrance - a local study and war memorials * Our Church - who is remembered there and why? | * **The lives of significant individuals in the past who have contributed to national and international achievements** * Florence Nightingale, Mary Seacole and Edith Cavell * Elizabeth I and Queen Victoria * Christopher Columbus and Neil Armstrong * William Caxton and Tim Berners-Lee * Alexander the Great and Genghis Khan |
| Summer | * **The lives of significant individuals in the past who have contributed to national and international achievements** * Florence Nightingale, Mary Seacole and Edith Cavell * Elizabeth I and Queen Victoria * Christopher Columbus and Neil Armstrong * William Caxton and Tim Berners-Lee * Alexander the Great and Genghis Khan | * **Changes within living memory** * How toys have changed: toys past and present * How homes have changed: today, Victorian, Tudor * How seaside holidays have changed: today and when our grandparents were young * How school has changed: today and Victorian times * Man’s First Moon Landing * **Significant historical events, people and places in their own locality** * World War One Remembrance - a local study and war memorials * Our Church - who is remembered there and why? |

And here is an example of Lower KS2, including example topics. These are non-exhaustive and non-statutory. (Years 3 & 4)

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|  | Year 3 | Year 4 |
| Autumn | * **Changes in Britain from the Stone Age to the Iron Age** * Hunter gatherers and early farmers * Iron Age hill forts: tribal kingdoms, farming, art and culture | * **Ancient Greece** * A study of Greek life and achievements * Greek influence on the Western World |
| Spring | * **The Roman Empire and its impact on Britain** * Julius Cesar’s attempted invasion in 55-54 BC * The Roman Empire by AD42 and the power of its army | * **The achievements of the earliest civilizations and depth study** * Ancient Egypt * The Shang Dynasty of Ancient China |
| Summer | * **The Roman Empire and its impact on Britain** * Invasion by Claudius and conquest, Hadrian’s Wall * British resistance, Boudica * **A local history study** | * **Britain’s settlement by Anglo-Saxons and Scots** * Anglo-Saxon invasions, settlements and kingdoms * Anglo-Saxon art and culture |

And finally, Upper KS2, including example topics. These are non-exhaustive and non-statutory. (Years 5 & 6)

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|  | Year 5 | Year 6 |
| Autumn | * **The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor** * Viking raids and invasion * Resistance by Alfred the Great and Athelstan * Edward the Confessor and his death in 1066 | * **A Non-European society that provides contrasts with British history** * Early Islamic civilization c. AD 900 * Benin c. AD 900-1300 |
| Spring | * **The study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066** * The changing power of monarchs using case studies of John, Anne and Victoria * Changes in crime and punishment from the Anglo-Saxons to the present * Changes in leisure and entertainment in the 20th Century | * **The study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066** * Significant turning points in British History - the Magna Carta; The Spanish Armada; The Battle of Britain |
| Summer | * **A local history study** | * **A local history study** |