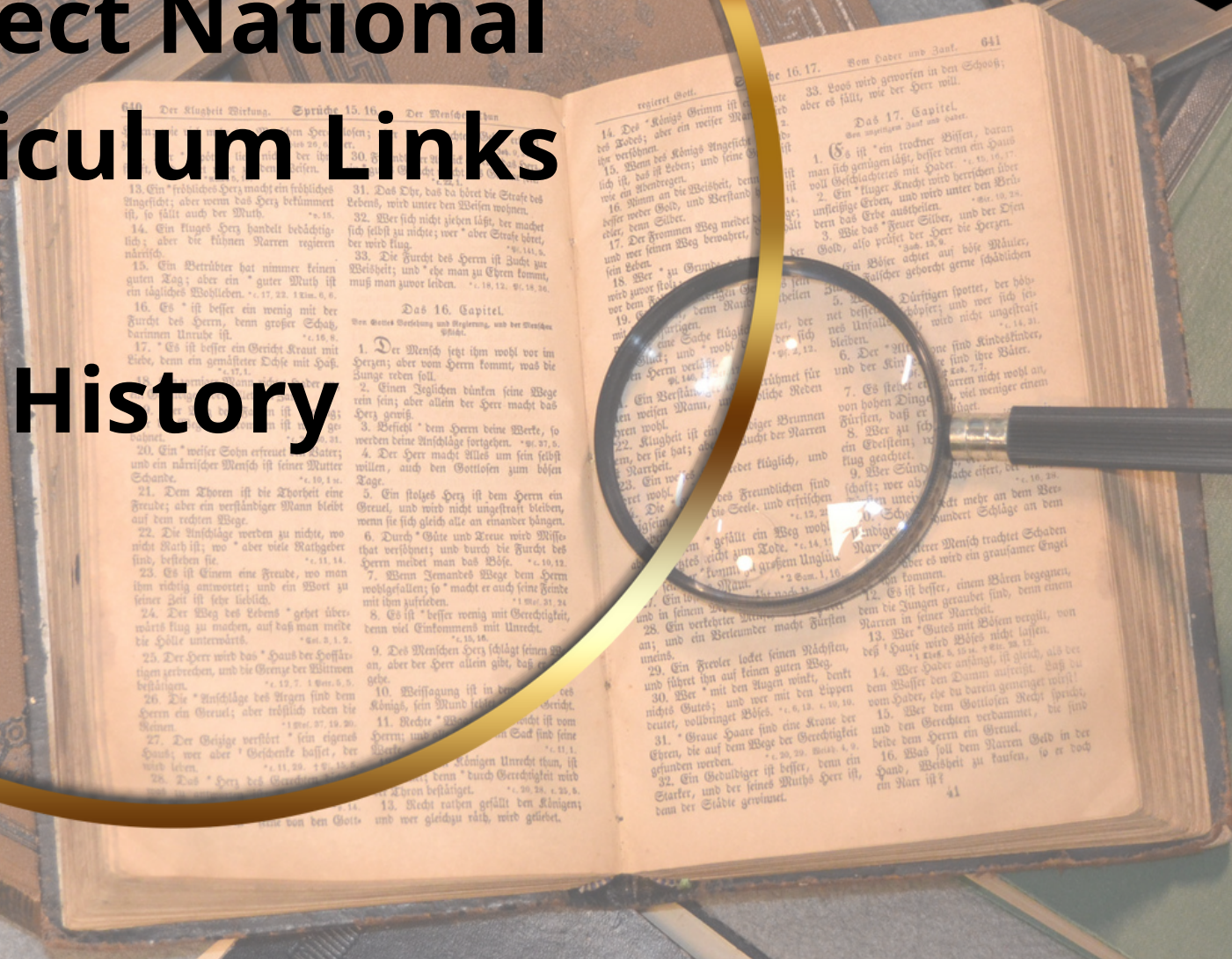




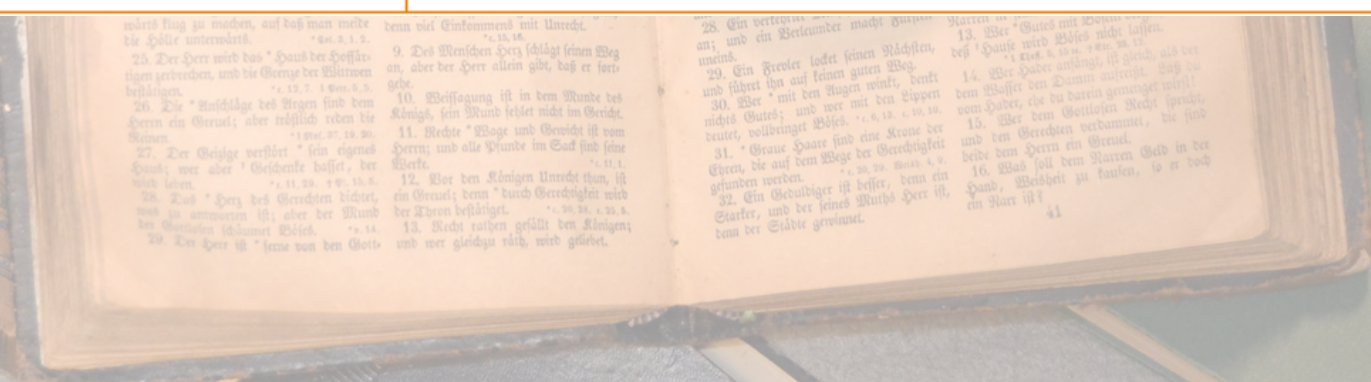
Subject National Curriculum Links

History



History National Curriculum Links

PKC Coverage	General Aims of the History National Curriculum for KS1 and KS2
British History: an aspect of British history is studied in every year group	<ul style="list-style-type: none"> 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
History of the Wider World: history of the wider world is studied from Year 2 onwards, covering all aims of the NC including ancient civilisations, empires, non-European societies (e.g. Baghdad c.900 BCE)	<ul style="list-style-type: none"> 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
Substantive Concepts: substantive concepts are covered in every unit, developed across the curriculum and listed in the unit rationales.	<ul style="list-style-type: none"> gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
Historical Enquiry: an understanding of the method of historical enquiry begins to develop from 'Discovering History' in Year 1 and is developed each year.	<ul style="list-style-type: none"> 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
Disciplinary Concepts: historical concepts are explored in every unit, and developed across the curriculum. Concepts covered in each unit are listed in the unit rationales	<ul style="list-style-type: none"> 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
Historical Perspective and Contexts: a wide range of contexts are studied and children are supported to make connections between the local, national and global, as well as between political, cultural, social and religious contexts.	<ul style="list-style-type: none"> 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



History National Curriculum Links

General Aims of the National Curriculum for KS2 covered by the PKC History Curriculum

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.

National Curriculum for KS2

PKC History Curriculum

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.

LKS2: Stone Age to the Iron Age (Year 3)

LKS2: Life in Ancient Rome, The Rise and Fall of Rome (Year 4)
(KS1: Romans in Britain (Year 2))

LKS2: The Anglo Saxons, Scots and the Vikings (Year 3)

LKS2: The Anglo Saxons, Scots and the Vikings (Year 3)

Teachers can include a local study in the following units:

LSK2: The Stone Age to the Iron Age

LKS2: The Anglo Saxons, the Scots and the Vikings

UKS2: The Industrial Revolution

UKS2: The Victorians

UKS2: World War I

UKS2: World War II

LKS2: Law and Power

LKS2: The War of the Roses

LKS2: The Stuarts

UKS2: The Early British Empire

UKS2: The Transatlantic Slave Trade

UKS2: The Industrial Revolution

UKS2: The Victorians

UKS2: World War I

UKS2: The Suffragettes

UKS2: World War II

UKS2: The History of Human Rights and Equality

LKS2: Ancient Egypt (Year 3)

LKS2: Ancient Greece (Year 4)

UKS2: Baghdad c.900 CE