



History





History

Mile Post 1

Key Skills/knowledge

National Curriculum		IPC learning Goals
Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.	1.2	Know about a range of events that have happened in the past
	1.4	Be able to use key words and phrases relating to the passing of time
They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.	1.5	Be able to order events and objects into a sequence
	1.6	Be able to identify differences between their own lives and those of people who have lived in the past
They should use a wide vocabulary of everyday historical terms.	1.4	Be able to use key words and phrases relating to the passing of time
	1.8	Be able to communicate their historical knowledge and understanding in a variety of ways
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.	1.1	Know stories about a range of people who have lived in a variety of cultures in the past
	1.3	Be able to ask and answer questions about the past
They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.	1.7	Be able to find out about aspects of the past from a range of sources of information
	1.10	Understand that the past is represented in a variety of ways
	1.9	Understand that events and people's actions have causes and effects

History

Mile Post 2



Key Skills/knowledge

National Curriculum		IPC learning Goals
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.	2.1	Know about the main events, dates and characteristics of the past societies they have studied
	2.2	Know about the lives of people in those periods.
	2.7	Understand that the past can be considered in terms of different time periods
They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.	2.3	Know about the main similarities and differences between the past societies they have studied
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.	2.4	Be able to give some reasons for particular events and changes
	2.6	Be able to use their knowledge and understanding to answer simple questions about the past and about changes
They should understand how our knowledge of the past is constructed from a range of sources.	2.5	Be able to gather information from simple sources
	2.8	Understand that the past can be recorded in a variety of different ways

Areas of Study

National Curriculum- Pupils should be taught about:	Suggested areas of study	IPC Theme
changes in Britain from the Stone Age to the Iron Age	Late Neolithic hunter-gatherers and early farmers eg Skara Brae	
	Bronze Age religion, technology and travel eg Stonehenge	
	Iron Age hill forts: Tribal kingdoms, farming, art and culture	
the Roman Empire and its impact on Britain	'Romanisation' of Britain, The Roman Empire by 42AD and the power of its army, British resistance- Boudica	
Britain's settlement by Anglo-Saxons and Scots	Roman withdrawal from Britain in 410AD, Anglo-Saxon invasion, place names and village life	
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, 1 st King of England.	
A local history study linked to one of the time periods above	Roman Cirencester	
	Vikings and Athelstan	
	Prehistoric Stonehenge	
A study of an aspect or theme in British History that extends pupils' knowledge beyond 1066	The changing power of monarchs eg Queen Victoria	
	Changes in social history eg crime and punishment or leisure	
	The legacy of Greek or Roman culture on later periods eg art and architecture	
	Significant turning points in British history eg railways or Battle of Britain	
The achievements of the earliest civilisations- an overview of where and when the 1 st civilisations 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 contrast with British History- one study from the following	Early Islamic Civilisation, incl a study of Baghdad c.AD 900	
	Mayan civilization c.AD 900	
	Benin (West Africa) c. AD 900-1300	



History

Mile Post 3

Key Skills/knowledge

National Curriculum		IPC learning Goals
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.	3.1	Know that the study of history is concerned with the past in relation to the present
	3.2	Know about the characteristic features of particular periods and societies
	3.3/3.4	Know about the general history of the host/home country
	3.5	Know about the characteristic features of a particular period in the history of the host country
	3.6	Know about the ideas, beliefs, attitudes and experiences of people in the past
	3.7	Know about the social, cultural, religious and ethnic diversity of the periods studied
	3.17	Be able to place the events, people and changes in the periods they have studied into a chronological framework
	3.18	Be able to use dates and terms relating to the passing of time
They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.	3.8	Know the terms associated with the periods they have studied
	3.13	Be able to describe how the history of the host country affects the lives of people who live there now
	3.14	Be able to describe how the history of one country affects that of another
	3.19	Be able to communicate their knowledge and understanding of history in a variety of ways, making appropriate use of dates and 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.	3.9	Be able to enquire into historical issues and their effects on people's lives
	3.11	Be able to describe and identify reasons for and results of historical events, situations, and changes in the periods they have studied
	3.12	Be able to describe and make links between the main events, situations and changes both within and across periods
	3.15	Be able to ask and answer questions about the past
They should understand how our knowledge of the past is constructed from a range of sources.	3.10	Be able to find out about aspects of the past from a range of sources
	3.16	Be able to select and record information relevant to an historical topic
	3.20	Understand how some aspects of the past have been represented and interpreted in different ways
	3.21	Understand that historical sources can be from and contradict one another and that they reflect their context of time, place and viewpoint

Areas of Study

National Curriculum- Pupils should be taught about:	Suggested areas of study	IPC theme
changes in Britain from the Stone Age to the Iron Age	Late Neolithic hunter-gatherers and early farmers eg Skara Brae	
	Bronze Age religion, technology and travel eg Stonehenge	
	Iron Age hill forts: Tribal kingdoms, farming, art and culture	
the Roman Empire and its impact on Britain	'Romanisation' of Britain, The Roman Empire by 42AD and the power of its army, British resistance- Boudica	
Britain's settlement by Anglo-Saxons and Scots	Roman withdrawal from Britain in 410AD, Anglo-Saxon invasion, place names and village life	
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, 1 st King of England.	
A local history study linked to one of the time periods above	Roman Cirencester	
	Vikings and Athelstan	
	Prehistoric Stonehenge	
A study of an aspect or theme in British History that extends pupils' knowledge beyond 1066	The changing power of monarchs eg Queen Victoria	
	Changes in social history eg crime and punishment or leisure	
	The legacy of Greek or Roman culture on later periods eg art and architecture	
	Significant turning points in British history eg railways or Battle of Britain	
The achievements of the earliest civilisations- an overview of where and when the 1 st civilisations 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 contrast with British History- one study from the following	Early Islamic Civilisation, incl a study of Baghdad c.AD 900	
	Mayan civilization c.AD 900	
	Benin (West Africa) c. AD 900-1300	