

# HISTORY

THE FOXTON CURRICULUM



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*A people without the knowledge of their past history, origin and culture is like a tree without roots*  
– Marcus Garvey

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**At Foxton Primary School, we are historians.**



### **Our History Curriculum**

Foxton is surrounded by incredible history. The village itself dates back to settlements established 1,000 years ago and has changed considerably through the centuries, particularly with the advent of the canal system, Foxton Locks and Inclined Plane. Within the wider locality we have several battlefields (including Bosworth, the final battle of Richard III) as well as Harrington Aviation Museum, home to Operation Carpetbagger during the Second World War. All of these fascinating sites and their heritage, along with many others, form part of the history curriculum that is so loved by our children.

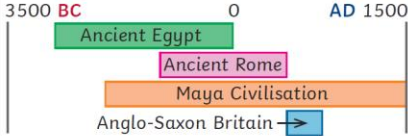
Our aim is that through teaching history, we stimulate all children's interest and understanding about the life of people who lived before them. We teach children a sense of chronology, in order to develop a sense of identity and a cultural understanding based on their historical heritage.


This enables our children to learn to value their own and other people's cultures in modern multicultural Britain. We aim to make all children aware of the actions of important people in history and enable children to know about significant events in British history, whilst appreciating how things have changed over time.

History at Foxton also ensures our children understand how Britain developed as a society, contributing to their understanding of their country of residence. Furthermore, our children learn about aspects of local, British and Ancient history. This wider awareness leads to knowledge of historical development in the wider world. We also give children opportunities to develop their skills of enquiry, investigation and analysis.

Coherently planned learning sequences ensure children progressively cover the skills and concepts outlined in the National Curriculum. The disciplinary knowledge and substantive concepts, which are revisited throughout and transplantable within different units, are detailed later in this document. Staff use a knowledge planner to map out in granular detail each topic's key learning questions and the accompanying knowledge that answers these. Moreover, every topic has a child-friendly knowledge organiser that clearly sets out the key knowledge and vocabulary to be learnt and remembered. These documents help teachers understand what has been taught previously and how their lessons build on prior learning as well as create the foundations for what comes next.

Key Vocabulary	
BC	Used to show that a date is before the year 0. This is counted backwards, so 200 BC is before 100 BC.
AD	Used to show that a date is after the year 0. This is counted forwards, so AD 100 is before AD 200.
irrigation	A system of canals or channels Egyptians dug to supply water to grow crops over a larger area than the water would reach naturally.
silt	Fine particles of soil, clay or sand carried and left by water.
hieroglyphics	A system of writing that used pictures and symbols (hieroglyphs) instead of letters.'
cartouche	An oval shape in which the names of kings and queens were often written in hieroglyphics to show that they were special.
pharaoh	A ruler of ancient Egypt.

Timeline	
3500 BC	0 AD 1500
	

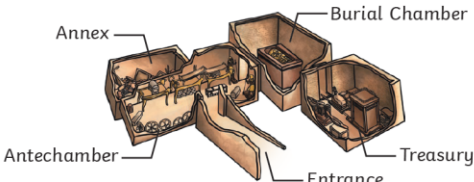




UK

Egypt

Writing	
Hieroglyphs were written by scribes, who had to go to a special school to learn how to write. Almost all scribes were men, although there is some evidence of female doctors being able to read hieroglyphs in medical texts.	
Hieroglyphs were used for religious texts and inscriptions on statues and tombs. They were also used for counting crops and animals so that the right taxes could be taken.	
The Rosetta Stone, discovered in 1799, was written in hieroglyphs and two other languages, including ancient Greek, which linguists (language experts) could still read.	
Linguists translated the hieroglyphs by comparing the languages. It took 20 years to translate all the text into modern language.	

The Nile	
The river Nile was essential to life in ancient Egypt. Every year, it flooded, leaving behind a black silt that enriched the soil for growing crops. The river was also used to irrigate fields in other areas.	
Most people lived along and around the Nile. This is still true in Egypt today. The river was used for water, fishing and trade. Mud from the river was used for bricks and papyrus plants were used to make paper.	

Key Vocabulary		Tutankhamun's Tomb	
<b>Ra</b>	Sun god, lord of the gods. Sailed his boat through the sky during the day and through the underworld at night.		
<b>Amun</b>	Created all things. Usually invisible unless mixed with another god, e.g. as <b>Amun-Ra</b> .		
<b>Horus</b>	God of the sky. <b>Pharaohs</b> were believed to be a god-like, living version of <b>Horus</b> .		
<b>Thoth</b>	God of wisdom. Believed to have invented hieroglyphics and to keep a record of all knowledge.	<b>Embalming and Mummification</b> <ol style="list-style-type: none"> <li>1. Wash the body.</li> <li>2. Pull out the brain through the nostrils with a hook and fill the skull with sawdust.</li> <li>3. Remove all internal organs except the heart. Put them into canopic jars.</li> <li>4. Cover the body in natron salt and leave it to dry for 40 days.</li> <li>5. Remove the natron salt and pack the body with straw, dried grass or linen.</li> <li>6. Apply makeup and fake eyes.</li> <li>7. Wrap the body in linen fabric, adding amulets and a Book of the Dead.</li> <li>8. Place the mummy in a sarcophagus (decorated coffin).</li> </ol> 	
<b>Ma'at</b>	Goddess of truth. <b>Pharaohs</b> promised to follow <b>Ma'at</b> and be fair and honest.		
<b>Isis</b>	Queen of the goddesses.	<b>Tutankhamun Facts</b> <ul style="list-style-type: none"> <li>• Born: around 1341 <b>BC</b></li> <li>• Died: around 1323 <b>BC</b></li> <li>• <b>Pharaoh</b> from approx. 1333 <b>BC</b> to 1323 <b>BC</b></li> <li>• Known as the 'boy king' as he became <b>pharaoh</b> aged only 9</li> <li>• Tomb discovered by Howard Carter and his team in the Valley of the Kings in 1922</li> <li>• Tomb contained over 3000 treasures</li> <li>• Historians believe Tutankhamun died suddenly as the tomb was finished hastily.</li> </ul>	
<b>Osiris</b>	God of the dead.		
<b>Hathor</b>	Goddess of love, music and dance.		
<b>Anubis</b>	God of mummification. Weighed the hearts of the dead against <b>Ma'at's</b> feather. If your heart was lighter, you would live forever.		
<b>Sekhmet</b>	Goddess of war, fire and medicine.		

In Fox Cubs, children begin to understand the world around them. The children listen to a broad selection of stories, non-fiction, rhymes and poems that foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. In the autumn term, they learn about their own family and what they have done in the past. Later in the year, they look at the development of trains and reason which are old/new and why, creating a timeline of development.

In Class 1, coverage of recent history such as 'Toys: Now and Then' as well as 'Travel and Transport' enables children to acquire further knowledge of time, events and people in their memory and their parents' and grandparents' memories. The children also learn about significant national events such as the Gunpowder Plot and Great Fire of London as well as significant individuals such as Rosa Parks and Emily Davison.

In Class 2 and 3, the children study a diverse range of history topics which give an understanding of how things have changed with the passing of time. They start to understand how some historical events occurred concurrently in different locations, e.g. Ancient Egypt and the Maya Civilisation as well as develop a secure sense of British history from Stone Age to present day.



## Cycle A Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Class 1</b>	<i>Geography: Magical Mapping</i>	<b>History of Foxton</b>  NC. Significant historical events, people and places in their own locality	<i>Geography: Let's Go to China</i>	<b>Emily Davison &amp; Rosa Parks</b>  NC. 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	<i>Geography: Wonderful Weather</i>	<b>Travel and Transport</b>  NC. Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
<b>Class 2</b>	<i>Geography: All Around the World</i>	<b>Stone Age to Iron Age</b>  NC. Changes in Britain from the Stone Age to the Iron Age	<i>Geography: Foxton Locks</i>	<b>Invaders and Settlers</b>  NC. The Roman Empire and its impact on Britain	<i>Geography: The United Kingdom</i>	<b>Invaders and Settlers</b>  NC. Britain's settlement by Anglo-Saxons and Scots
<b>Class 3</b>	<i>Geography: Marvellous Maps</i>	<b>Battle of Britain (local history link to Harrington)</b>  NC. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	<i>Geography: Exploring Eastern Europe</i>	<b>Invaders and Settlers</b>  NC. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	<i>Geography: Enough for Everyone</i>	

## Cycle B Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Class 1</b>	<i>Geography: Our Country</i>	<b>Toys: Now &amp; Then</b>  NC. Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	<i>Geography: Sensational Safari</i>	<b>The Gunpowder Plot</b>  NC. Events beyond living memory that are significant nationally or globally	<i>Geography: Beside the Seaside</i>	<b>Great Fire of London</b>  NC. Events beyond living memory that are significant nationally or globally
<b>Class 2</b>	<i>Geography: Water</i>	<b>Richard III</b>  NC. A local history study	<i>Geography: Rainforests</i>	<b>Ancient Egypt</b>  NC. The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared	<i>Geography: Extreme Earth</i>	<b>Crime and Punishment</b>  NC. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
<b>Class 3</b>	<i>Geography: The Amazing Americas</i>	<b>Mayan civilization</b>  NC. A non-European society that provides contrasts with British history	<i>Geography: Our Changing World</i>	<b>Ancient Greece</b>  NC. A study of Greek life and achievements and their influence on the western world	<i>Geography: Trade and Economics</i>	

## Progression of Knowledge

PROGRESSION OF KEY DISCIPLINARY KNOWLEDGE					
'Big Ideas' that underpin all historical enquiry and should continually be re-visited in arrange of contexts					
Continuity and Change	Cause and Effect	Perspectives	Empathetic Understanding	Significance	Contestability
Historians recognise that over time some things change, and some things stay the same. Examples of continuity and change can be seen across every civilisation and any given period of time. They can be seen in some aspects of everyday life that has continued across centuries or in changes in religious belief that has affected an entire society's culture.	The concept of cause and effect is used by historians to identify the events or developments that have led to particular actions or results. Sometimes the links is clear. Often the link is less obvious or more complicated. Sometimes there are many causes and many effects.	The concept of perspectives is an important part of historical inquiry. A person's perspective is their point of view, the position from which they see and understand events. People will have different perspectives about an event depending on factors such as age, gender, social position, beliefs and values. Historians try to understand the perspectives of people from the past even though they may differ from their own. People from the past will have had different perspective about the same event. Writers and historians also have perspectives that can influence their interpretations of the past.	Empathetic understanding is the ability to understand and appreciate particular events or actions from someone else's point of view. In history, it is about trying to understand the thoughts and feelings of people who lived at different times and in very different cultures. It helps us to understand the impact of past events on individuals or groups and to understand what has motivated them to act in particular ways.	The concept of significance relates to the importance historians assign to aspects of the past, such as: <ul style="list-style-type: none"> <li>• Events</li> <li>• Development and movements</li> <li>• Individuals or groups</li> <li>• Discoveries and historical sites</li> </ul> Historians make decisions about what is significant and worth studying. They ask questions about the impact of events, discoveries, movements, individuals and sites on the world, in their own time and later.	The concept of contestability is about interpretations of the past that are the subject of debate among historians. Historians have access to different sources and sometimes study the same sources and reach different conclusions. Often there is no right answer. Technology can help historians reach a more complete understanding of the past.

Knowledge and understanding of events, people and changes in the past			
Fox Cubs	Class 1	Class 2	Class 3
Children know that other children don't always enjoy the same things.	<p>Recall some facts about people/events before living memory</p> <p>Say why people may have acted the way they did, using evidence (where appropriate).</p> <p>Use information to describe the past</p> <p>Describe the differences between then and now</p> <p>Recount the main events from a significant event in history</p>	<p>Use evidence to describe the culture/leisure activities, way of life/places and/or actions of people in the past.</p> <p>Describe the main changes in a period in History</p>	<p>Choose reliable sources of information to find out about the past.</p> <p>Give own reasons why changes may have occurred, backed up by evidence</p> <p>Describe similarities and differences between some people, events and artefacts studied</p> <p>Describe how historical events studied affect/influence life today.</p> <p>Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)</p> <p>Describe the main changes in a period in history</p>
Historical Enquiry			
<p>Be curious about people and show interest in stories</p> <p>Answer 'how' and 'why' questions ... in response to stories or events.</p> <p>Explain own knowledge and understanding, and asks appropriate questions.</p> <p>Know that information can be retrieved from books and computers</p>	<p>Identify different ways in which the past is represented.</p> <p>Explore events, look at pictures and ask questions.</p> <p>Look at objects from the past – pose/answer questions.</p>	<p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as suitable sources of evidence about the past.</p> <p>Ask questions and find answers about the past using sources of evidence.</p>	<p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as suitable sources of evidence about the past.</p> <p>Choose reliable sources of evidence to answer questions realising that there is often not a single answer to historical questions.</p> <p>Investigate own lines of enquiry by posing questions to answer</p>
Chronological Understanding			
Children talk about past and present events in their own lives and family members	<p>Order a set of events or objects or place significant people.</p> <p>Use a simple timeline to place important events/people studied</p>	Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)	Order significant events, movements and dates on a timeline identifying clear narratives within/across periods studied.



<p>Use everyday language related to time</p> <p>Order and sequence familiar events</p> <p>Describe main story settings, events and principal characters.</p>	<p>Identify similarities and differences between the periods</p> <p>Use words and phrases to describe the passing of time.</p>	<p>Use a timeline to place historical events in chronological order as well as from the period studied.</p> <p>Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain</p> <p>Use key vocabulary to describe dates of and order significant events from the period studied</p>	<p>Identify and compare changes and continuity within and across different periods.</p> <p>Use key vocabulary to describe dates of and order significant events from the period studied</p>
<b>Historical Interpretation</b>			
<p>Children talk about past and present events in their lives and family members</p> <p>I can talk about what is the same and what is different when looking at an object.</p> <p>I can talk about my environment and how it is different to another.</p>	<p>Look at and use books and pictures, stories, eyes witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past</p> <p>Identify different ways in which the past is represented</p>	<p>Know that people in the past represent events or ideas in different ways. I can explain why events/ideas may be represented differently.</p> <p>I can suggest causes and consequences of some of the main events and changes in history using evidence.</p> <p>I can use more than one source to gain an accurate understanding of the past.</p>	<p>Give reasons why there may be different accounts of history.</p> <p>Select sources of evidence and use them to gather information and evaluate their claims about the past recognising that people in the past and present have different views and , therefore, interpretations.</p> <p>I can discuss sources of evidence and understand that no single source gives full answers to questions about the past.</p>
<b>Organisation and Communication</b>			
<p>Children can record their thoughts and ideas about the past.</p>	<p>Sort events or objects into groups (i.e. then and now.) and make comparisons.</p> <p>Communicate ideas about people, objects or events from the past in different ways i.e. in speaking, writing, drawing, role- play, storytelling and using ICT.</p>	<p>Communicate ideas about the past using different media i.e. genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p> <p>Begin to structure essays/enquiries with mostly relevant information.</p>	<p>Communicate ideas about from the past using different media i.e. genres of writing, drawing, diagrams, data handling, drama role-play, storytelling and using ICT.</p> <p>Structure essays and enquiries with mostly relevant information using dates and correct terminology</p>

Continuity and Change [in and between periods]		
Look closely at similarities, differences, patterns and change · Develop understanding of growth, decay and changes over time	Identify similarities / differences between ways of life at different times	Describe / make links between main events, situations and changes within and across different periods/societies
Cause and Consequence		
Question why things happen and give explanations	Recognise why people did things, why events happened and what happened as a result	Identify and give reasons for, results of, historical events, situations, changes
Similarity / Difference within a period/situation (diversity)		
Know about similarities and differences between themselves and others, and among families, communities and traditions	Make simple observations about different types of people, events, beliefs within a society	Describe social, cultural, religious and ethnic diversity in Britain & the wider world
Significance of events / people		
Recognise and describe special times or events for family or friends	Talk about who was important e.g. in a simple historical account	Identify historically significant people and events in situations

SUBSTANTIVE CONCEPTS
<p><b>Civilisation</b> - When people are civilised, they live in large well-organized groups like towns, not in small tribes or isolated family groups. However, a civilization is something more than a town. It is an advanced stage of organisation. That means it has laws, culture, a regular way of getting food and protecting the people. Most civilizations have agriculture, and a system of government like monarchs or elections. They speak a common language, and usually have a religion of some kind. They teach their young the knowledge they need.</p> <p><b>Monarchy</b> - A monarchy is a kind of government where a monarch, a kind of hereditary ruler (someone who inherits their office), is the head of state. Monarchs usually rule until they die or pass down (when a monarch resigns it is called abdication). Most monarchies are hereditary, but some are elected.</p> <p><b>Democracy</b> - A democracy means <i>rule by the people</i>. The name is used for different forms of government, where the people can take part in the decisions that affect the way their community is run. In modern times, there are different ways this can be done:</p> <ul style="list-style-type: none"> <li>• The people meet to decide about new laws, and changes to existing ones. This is usually called <b>direct democracy</b>.</li> <li>• The people elect their leaders. These leaders take this decision about laws. This is commonly called <b>representative democracy</b>. The process of choosing is called election.</li> </ul> <p>A democracy is the opposite of a <b>dictatorship</b>, a type of government in which the power is centralized on the hands of a single person who rules the nation, the people have no participation in the local politics and little to no freedom of expression.</p> <p><b>Government</b> - A government is a group of people that have the power to rule in a territory, according to the administrative law. This territory may be a country, a state or province within a country, or a region. Governments make laws, rules, and regulations, collect taxes and print money. Dictatorship is a form of government in which one person or a small group possesses absolute power without effective constitutional limitations.</p>

**Religion** - People often use the word religion to mean the worship of a god or gods. But some religions do not have gods. One thing that all religions have in common is that they help their followers to find meaning in the world. Many people want to know where the world came from. Many also want to know what happens after death. Most religions offer some sort of answer to these great questions. The major world religions of today are Christianity, Islam, Hinduism, Buddhism, Sikhism, and Judaism.

**Trade** - Trade is the buying and selling of goods and services. Goods are objects that people grow or make—for example, food, clothes, and computers. Services are things that people do—for example, banking, communications, and health care. People have traded since prehistoric times. Today most countries take part in international trade, or trade across country borders.

**Oppression** - when a person or group of people who have power use it in a way that is not fair, unjust or cruel. It can also describe the feeling of people who are oppressed. Oppressive governments can lead to a rebellion. Racism, sexism and other prejudices can cause oppression, especially if laws are made based on them

**Invasion** - to enter by force to conquer [take over] or plunder [steal goods from (a place or person)]

**Empire** - a group of territories or peoples under one ruler e.g. the Roman empire.

**Revolution** - a forcible overthrow of a government or social order, in favour of a new system.

**Migration** - the movement of people over some distance (or at least from one "migration-defining. area" to another) and from one "usual place of residence" to another.



## **Knowing more and remembering more**

Every history lesson starts with retrieval practice in order to combat the forgetfulness curve. This retrieves the most recent learning, when appropriate, as well as relevant disciplinary knowledge and substantive concepts. For example, children starting a unit on Ancient Greece might be asked about civilisation as well as the significance of Ancient Egypt which was learnt previously. Through responsive teaching, staff continuously monitor pupils' progress against expected attainment for their age and provide in-lesson feedback in order to move the learning forward. Additional support and challenge is provided as required. Children have a topic book in which their history work is recorded. Every unit has a summative outcome that is marked in depth and used for teacher assessment purposes.

## **A Global Curriculum**

Much like geography, our primary history curriculum serves as a cornerstone in fostering the development of global citizenship. By engaging with impactful historical figures such as Rosa Parks and Emily Davison, our curriculum aligns with the UN Sustainable Development Goals (SDGs), enriching Goal 5: Gender Equality and Goal 10: Reduced Inequalities. These individuals' stories inspire discussions on social justice, rights, and equality, cultivating an awareness of the ongoing pursuit of a fair and just world.

Our commitment to local history units contributes to Goal 11: Sustainable Cities and Communities. Through these units, students gain insights into the principles of inclusivity, safety, resilience, and sustainability that underpin human settlements. This knowledge empowers them to envision and actively contribute to the creation of liveable, harmonious communities.

The exploration of significant historical events like the Battle of Britain, Richard III, and the unit on crime and punishment creates valuable connections to Goal 16: Peace, Justice, and Strong Institutions. By examining these episodes, students develop an understanding of the importance of peaceful coexistence, the pursuit of justice, and the role of institutions in upholding societal harmony.

Beyond specific SDGs, our history curriculum fosters a profound sense of individual and collective identity, aligning with the broader objective of Goal 4: Quality Education. By grounding students in historical context, the curriculum enables them to recognize their place in a continuum of human experiences, empowering them to make informed choices that influence the course of history for future generations.

In essence, our primary history curriculum is a catalyst for cultivating active and informed global citizens. Through its alignment with the SDGs, it equips

students with the knowledge, values, and perspectives needed to contribute positively to the world, promoting a future characterized by equality, justice, and sustainable progress.

## Appendix 1

### National Curriculum

#### Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

#### Aims

The national curriculum for history aims to ensure that all pupils:

- 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
- 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
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- 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
- 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
- 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.

#### Key Stage 1

Key stage 1 Pupils should develop an awareness of the past, using common 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. They should use a wide vocabulary of everyday historical terms. 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. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. 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.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally
- 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.
- significant historical events, people and places in their own locality and international achievements



## Key Stage 2

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.

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.

Pupils should be taught about:

### **Changes in Britain from the Stone Age to the Iron Age**

Examples (non-statutory)

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

### **The Roman Empire and its impact on Britain**

Examples (non-statutory)

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

### **Britain's settlement by Anglo-Saxons and Scots**

Examples (non-statutory)

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**

Examples (non-statutory)

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

### **A local history study**

Examples (non-statutory)

- a depth study linked to one of the British areas of study listed above
- 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.

### **A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066**

Examples (non-statutory)

- 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 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.**