

# NEW NATIONAL CURRICULUM – 2014

## SUBJECT AREA: HISTORY

End of year expectations:

Year 1

To be introduced to changes within living memory. Use these to reveal aspects of change in national life.

To be taught about events beyond living memory that are significant nationally or globally – the Great Fire of London.

To find out about the lives of significant individuals in the past who have contributed to national and international achievements – Christopher Columbus.

To find out about significant historical events, people and places in their own locality.

End of year expectations:

Year 2

To be taught about events beyond living memory that are significant nationally or globally – World war 1.

To find out about 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 – Elizabeth 1 and Queen Victoria; Rosa Parks.

To find out about significant historical events, people and places in their own locality – West Malling (WW1)

End of year expectations:

### Year 3

To know and understand the history of these islands (UK) from the earliest times and how people's lives have shaped this nation.

To know and understand significant aspects of the history of the wider world: the nature ancient civilisations.

Gain and deploy a historically- grounded understanding of the abstract term: civilisation.

Understand the historical concept of similarity and difference.

Frame historically-valid questions and create own structured accounts, including narratives and analyses.

Understand the methods of historical enquiry.

Discern how and why contrasting arguments and interpretations of the past have been constructed.

Gain historical perspective by placing growing knowledge into different contexts, understanding the connections between local, regional, national and international history and short and long-term timescales.

End of year expectations:

### Year 4

To know and understand how Britain has influenced the wider world.

To know and understand significant aspects of the history of the wider world: the expansion and dissolution of empires.

Gain and deploy a historically- grounded understanding of the abstract term: empire.

Understand the historical concept of cause and consequence.

Frame historically-valid questions and create own structured

accounts, including narratives and analyses.

Understand the methods of historical enquiry including how evidence is used.

Gain historical perspective by placing growing knowledge into different contexts, understanding the connections between national and international history and between military and social history.

End of year expectations:

Year 5

To know and understand significant aspects of the history of the wider world: the achievements of past non-European societies.

Gain and deploy a historically- grounded understanding of the abstract term: parliament.

Understand the historical concept of continuity and change.

Frame historically-valid questions and create own structured accounts, including narratives and analyses.

Understand the methods of historical enquiry including how evidence is used rigorously to make historical claims.

Gain historical perspective by placing growing knowledge into different contexts, understanding the connections between national and international history and between economic and political history.

End of year expectations:

Year 6

To know and understand the history of these islands (UK) from the earliest times to the present day and how Britain has been influenced by the wider world.

To know and understand significant aspects of the history of the wider world: the characteristic features of past non-European societies; achievements and follies of mankind.

Gain and deploy a historically-grounded understanding of the abstract term: peasantry.

Understand historical concepts such as continuity and change; cause and consequence; similarity, difference and significance and use them to make connections, draw contrasts and analyse trends.

Frame historically-valid questions and create own structured accounts, including narratives and analyses.

Gain historical perspective by placing growing knowledge into different contexts, understanding the connections between national and international history and between cultural and religious history.