

National Curriculum Aims

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

- (A1) 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
- (A2) 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
- (A3) gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’
- (A4) 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
- (A5) 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
- (A6) 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

Weobley Primary School Aims

Weobley’s Aim

- (WA1)To provide children with an understanding of history from their immediate locality and surrounding areas, including both people and heritage sites (for example – but not limited to Castle Green, Heritage trail, wool production, museum, Bell Square etc)
- (WA2)Provide children with the opportunity to engage and interact with local history wherever possible
- (WA3)To give children the chance to learn about their own history (family trees)

National Curriculum Aims and Attainment Targets - KS1

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 and 3.

- (H1) changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- (H2) events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- (H3) 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- (H4) significant historical events, people and places in their own locality

Year groups	Term 1		Term 2		Term 3	
	1 st	2 nd	1 st	2 nd	1 st	2 nd
Year 1	Childhood then and now	Great Fire of London	The UK	Explorers	Sea and Coasts	Seas and Coasts
	A1	A1		A1	A1	
	A4	A4		A4	A4	
	A6	A5		A6	A5	
	WA1	A6		H1	A6	
	WA2	H2		H2	H1	
	H1 H3			H3		
Year 2	Kings & Queens	War & Remembrance	Our Wonderful World	Our Wonderful world	On Safari	Our Local area
	A1	A1				WA1
	A3	A4				WA2
	A4	H2				
	H1	H3				
	H3	WA3				
	H4					
	WA1 WA2					

Subject: *History*

National Curriculum Aims and Attainment Targets - KS2

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.

- (H1) changes in Britain from the Stone Age to the Iron Age
- (H2) the Roman Empire and its impact on Britain
- (H3) Britain’s settlement by Anglo-Saxons and Scots
- (H4) the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- (H5) a local history study
- (H6) a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066
- (H7) 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
- (H8) Ancient Greece – a study of Greek life and achievements and their influence on the western world
- (H9) 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.

Year groups	Term 1		Term 2		Term 3	
	1 st	2 nd	1 st	2 nd	1 st	2 nd
Year 3	Prehistoric Britain	Prehistoric Britain	Romans	Volcanoes	Wonderful world	Wonderful world
	A1	WA1	A1 H2			
	A2	H1	A2			
	A4		A3			
	A5		A4 A5 WA1			
Year 4	Ancient Egypt	Ancient Egypt	Biomes	Biomes	Water	Water
	A1				A4	
	A2				WA1	
	A4				WA2	
	A6				H5	
	H7					
Year 5	Vikings & Anglo-Saxon	Vikings & Anglo-	Ancient Greece	Ancient Greece	Geographical Skills	Geographical Skills
	A1		A3		WA1	
	A3		A4		WA2	
	A4		A5		H5	
	A5		H8			
	H3					
H4						
Year 6	Mountains	Mountains	Changing		Isle of Wight	Isle of Wight
			A1			
			A3 A4 A5 WA3 H6			