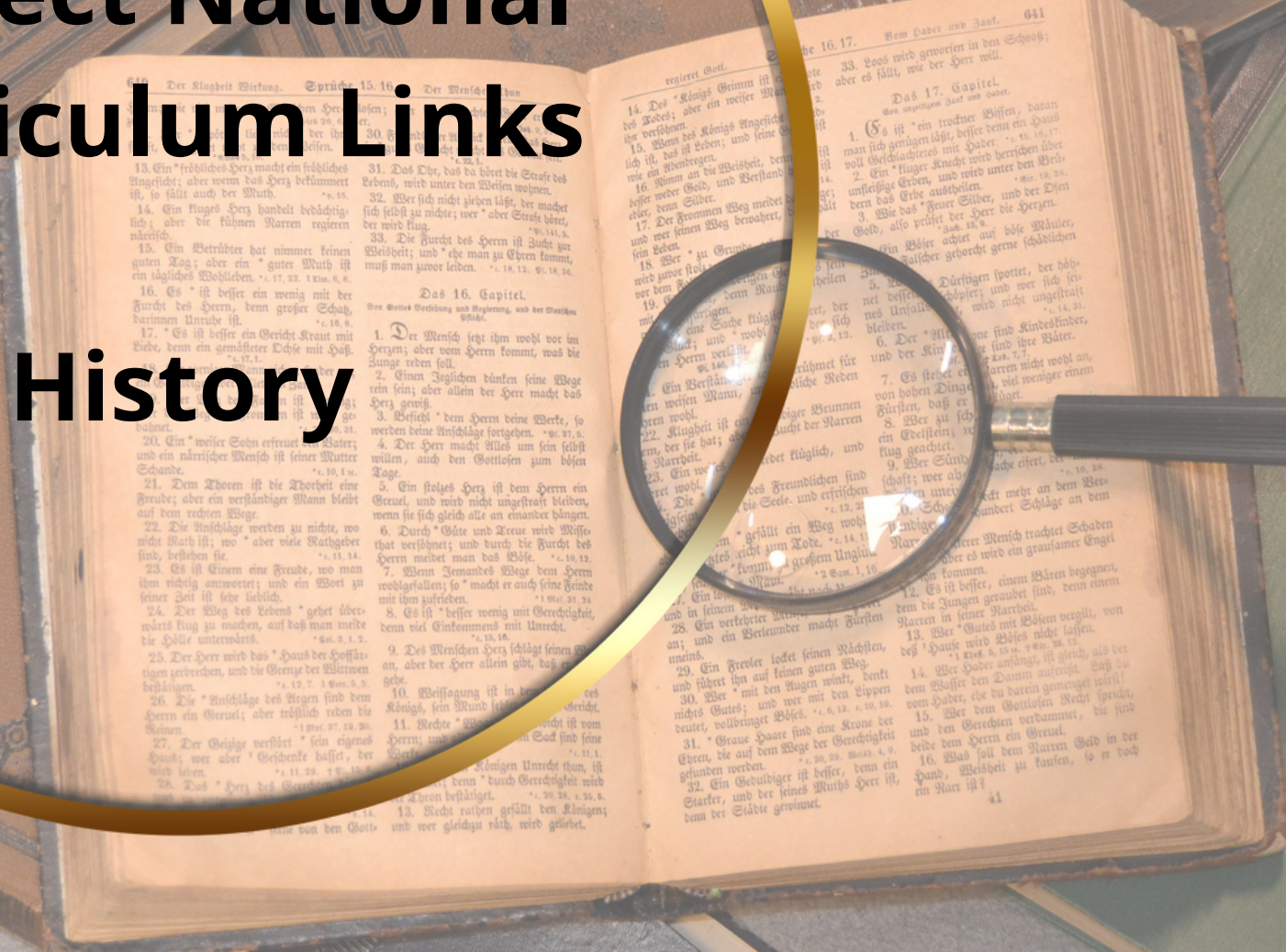




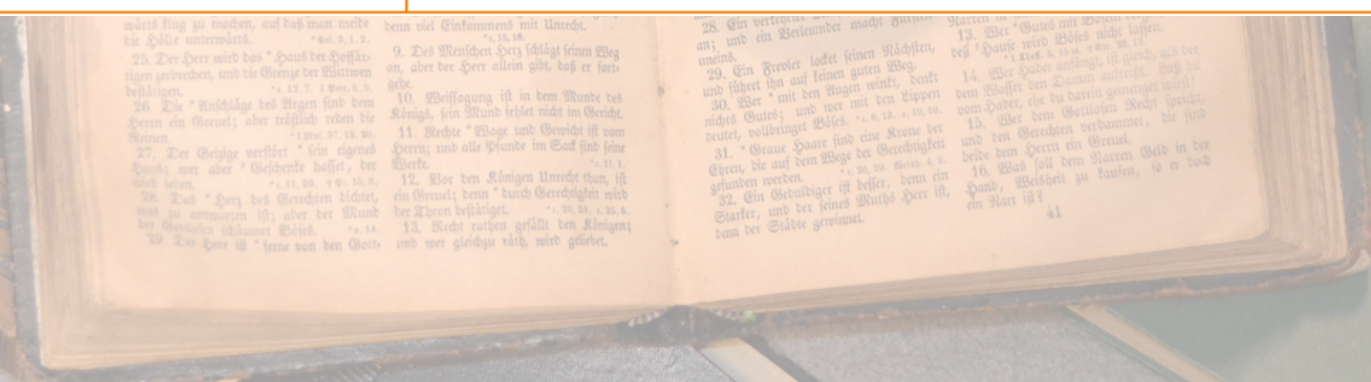
Subject National Curriculum Links

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 KS1 covered by the PKC History Curriculum

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.

National Curriculum for KS1

PKC History Curriculum

Pupils should be taught about:	Year 1			Year 2		
	Discovering History	Kings and Queens	Parliament and Prime Ministers	Romans in Britain	The Tudors	Powerful Voices
<ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life 	✓	✓	✓			✓
<ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally 	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> 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 	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> significant historical events, people and places in their own locality. 	✓		✓	✓	✓	

seiner Zeit ist sehr lieblich.
 24. Der Weg des Lebens ist gerat über-
 wärts hing zu machen, auf das man mehr
 die Güte unterwärt.
 25. Der Herr wird das Haus der Hoffän-
 tigen sprechen, und die Gernye der Blüthen
 befrüchten.
 26. Die Anschläge des Hagen sind dem
 Herrn ein Geruch; aber trüßlich reden die
 Heimen.
 27. Der Geizige verflucht sein eigenes
 Haus; wer aber Gedenke besitzt, der
 wird leben.
 28. Das Herz des Gerechten trüet,
 was zu antworten ist; aber der Mund
 der Unweisen schäumt Wasser.
 29. Ein Herr ist seine von den Göt-

tergöttern zu empfangen, und er greift
 mit ihnen zu streifen.
 8. Es ist besser wenig mit Gerechtigkeit,
 denn viel Einfonnend mit Unrecht.
 9. Des Menschen Herz schlägt seinen Weg
 an, aber der Herr allein gibt, das er fer-
 tige.
 10. Bessung ist in dem Munde des
 Königs, sein Mund schreit nicht im Geruch.
 11. Rechte Wege und Gerichte ist vom
 Herrn; und alle Plante im Erd sind seine
 Werke.
 12. Wer den Königen Umde thun, ist
 ein Geruch; denn durch Gerechtigkeit wird
 der Thron befrücht.
 13. Recht rächen erfüllt den Königen;
 und wer gerecht sich, wird gelüet.

27. Ein Herr ist seine von den Göt-
 tern zu empfangen, und er greift mit ihnen
 zu streifen.
 28. Ein verkehrter Mensch macht seinen
 an; und ein Bekünder macht seinen
 meins.
 29. Ein Gerechter lüet seinen Nächsten,
 und führt ihn auf seinen guten Weg.
 30. Wer mit den Lippen
 nichts Gutes; und wer mit den Lippen
 deutet, vollbringen Böses.
 31. Graue Haare sind eine Krone der
 Ehren, die auf dem Wege der Gerechtigkeit
 gefunden werden.
 32. Ein Geduldiger ist besser, denn ein
 Starter, und der seines Nachbarn Herr ist,
 denn der seiner geizet.

12. Es ist besser wenig mit Gerechtigkeit,
 denn die Jungen geizet sich von
 Narren in seiner Herrschaft.
 13. Wer Güte mit Bösen vergilt, von
 des Hause wird Böses nicht lassen.
 14. Wer Habere anfangt, ist gerecht, als der
 dem Wasser den Damm aufträgt. Das ist
 vom Habere, als du daris gemengt wirst!
 15. Wer dem Gerechten verbannt, die hat
 und den Gerechten verbannt, die hat
 beide dem Herrn ein Geruch.
 16. Was soll dem Narren Ged in der
 Hand, Weisheit zu kaufen, so er doch
 ein Narr ist?
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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