



# The Weald Federation: History

*With God's Love, we grow and learn together.*

## Intent

In The Weald Federation, we will provide our children with the skills, knowledge and empathy they need to become successful, creative and curious learners. We want our children to have a chronologically secure knowledge and understanding of local, British, and world history, establishing clear narratives within and across the periods they study. Through quality first teaching, our curriculum will provide opportunities for historical enquiry, hands on experiences and critical thinking, encouraging children to interpret and find connections between historical concepts and the periods of history studied. Real-life experiences outside of the classroom bring this history to life. Children will explore the complexity of people's lives and the diverse society we live in, as well as begin to appreciate how lessons from the past can help us to respond to the challenges of our own current time.

## Implementation

The National Curriculum is the starting point for the teaching of all subjects in our school. Statutory requirements are carefully mapped across a two-year cycle, ensuring that skills and knowledge are taught in an order that makes sense. Our curriculum offering provides opportunities to explore the local environment within which our schools are situated as well as opportunities to explore aspects of history that are of interest to our children. We have carefully thought about how historical knowledge and skills can be sequenced in order to maximise cross-curricular learning opportunities whilst allowing children to build on their prior learning and experiences. This begins with the youngest children in our school who explore past and present events in their own lives and in the lives of family members. As pupils progress into Key Stage 1 and beyond, they learn about key areas of British and global history as laid out in this document.

Guided by the National Curriculum, some history topics require detailed exploration (as shown on pgs 2-3). However, we believe that history is a thread which runs through all of our lives and all of our topics. We also believe that pupils should have the opportunity to apply their skills independently and frequently. By constantly revisiting key concepts and skills, pupils can build on their prior learning to fully embed the historical learning needed to become successful historians. This may be in the form of a stand-alone lesson or part of a lesson, through collective worship or a class discussion or debate. Making connections, discussing similarities and differences as well as learning lessons from the past is central to our historical teaching.

Pupils are immersed in our history topics through quality literature, hands-on experiences, and by making links with their own lives and previous learning. They are encouraged to 'think like detectives', investigating the past using primary and secondary sources including talking to visitors and experts; examining artefacts, paintings and pictures; listening to first-hand accounts and observations, workshops and visits; as well as carrying out research using books and the internet. Children are taught to differentiate between fact and opinion and learn the importance of quality questioning. We feel that these skills are transferable to other areas of the curriculum, as well as being valuable life skills. There are lots of opportunities to explore, discuss, debate and evaluate both verbally and in written form. As children progress to the upper part of the school, they are encouraged to think about and develop their own lines of historical enquiry and how they might present their findings.

Assessment is continuous to monitor progress and identify any support (or increased challenge) that might be required. We have high ambitions for every pupil, particularly SEND, disadvantaged and vulnerable pupils. Where needed, lessons are differentiated to ensure that children who need further support have appropriate resources and scaffolding, enabling them to access the learning successfully. Pupils that require further challenge will be encouraged to think more deeply, making connections with their own lives and offering their own opinions based on the evidence presented. Summative assessment is based on a progression of skills and knowledge as per the table on pg 4 of this document. Not all of learning takes place in books and our assessment of history reflects this.

## Impact

The planning and teaching of our History curriculum ensures that when children leave Mark Cross CEA Primary School, they have the historical knowledge and skills they need to transition successfully to the next stage of their education. They will understand how history is relevant to everyday life and will be able to make connections between their lives and things that occurred before they were born. Pupils will be confident in their own abilities and proud of their achievements. Christian values play an important role in all areas of learning at our school and enable children to think deeply and with compassion when considering the lessons we may learn from events in the past. Through this, and by building resilience and independence, our pupils will achieve highly and be ready to make valuable contributions to our ever-changing and diverse world.



# The Weald Federation: History Curriculum Map

A	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Yr 1 & 2	<b>Our Planet</b>	<b>Into Winter</b>	<b>China</b>	<b>Toy Stories</b>	<b>Kenya</b>	<b>On Safari</b>
	Changes within living memory How has travel across the globe changed over time?	<b>Significant national or global event beyond living memory</b> <i>(Remembrance)</i>	<i>Ancient China – tales &amp; traditions + The Great Wall of China</i>	<b>Comparing life in the past to now</b> <i>Toys</i>	Life in Kenya – how do we know what life was like there long ago?	How zoos and wildlife conservation has changed.
Yr 3 & 4	<b>Stone Age to Iron Age</b>	<b>Frozen</b>	<b>Robots</b>	<b>Extreme Earth</b>	<b>Ancient Egypt</b>	<b>Ancient Greece</b>
	<b>Changes in Britain from the Stone Age to the Iron Age</b>	<i>Who was Matthew Henson and why is he historically significant?</i>	How technology (and robots) have changed over time	How do we know about natural disasters that occurred long ago?	<b>Achievements of the earliest civilizations</b> Ancient Egypt	<b>Ancient Greece</b>
Yr 5 & 6	<b>Africa</b>	<b>Adventure</b>	<b>Courage</b>	<b>Travel Through Time</b>	<b>Coasts</b>	<b>Oceans</b>
	History of South Africa & Apartheid	<b>Extending chronological knowledge beyond 1066 -</b> <i>WW1 + Shackleton</i>	<b>Extending chronological knowledge beyond 1066 -</b> <i>WW2</i>	<b>Extending chronological knowledge beyond 1066</b> <i>(The 'Atlantic Slave Trade')</i>	Charles Darwin + how our knowledge of evolution (and the seas) has changed.	Compare coastlines in the past to the present day

B	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Yr 1 & 2	<b>Into the Woods</b>	<b>Lighting up the Sky</b>	<b>Man on the Moon</b>	<b>India</b>	<b>Sea Explorers</b>	<b>Pirates Ahoy!</b>
	<b>Significant local historical events, people &amp; places</b> <i>(Mark Cross School)</i> How were structures built in the past compared to now (wood vs: modern materials)?	<b>Significant local, national or global event beyond living memory</b> <i>Gunpowder Plot &amp; local Bonfire Societies</i> + <i>Great Fire of London</i>	<b>Significant individuals in the past</b> <i>(Neil Armstrong)</i> + <b>Changes within living memory</b> <i>(Space travel)</i>	<i>Women in history – link to International Women's Day/Week</i>	The lives of significant individuals in the past <i>(Sea Explorers)</i>	History of boats – how sea travel changed over time
Yr 3 & 4	<b>Invasion!</b>	<b>There be Dragons...</b>	<b>Fantastical Adventures</b>	<b>Chocolate!</b>	<b>Environmental Heroes</b>	<b>Rivers</b>
	<b>The Roman Empire &amp; its impact on Britain</b>	<b>Anglo-Saxons &amp; The Vikings</b>		<b>Comparing non-European civilisation with Britain c900AD</b> <i>(The Mayans)</i>	<b>Local history study</b>	Why are so many villages and towns near rivers?
Yr 5 & 6	<b>Rainforests</b>	<b>Potions!</b>	<b>To Infinity &amp; Beyond</b>	<b>Journeys</b>	<b>Victorians</b>	<b>Inventions</b>
	Brief history of Brazil – key facts (&how we know)	Art & History – How portrait paintings have changed over time (& what they tell us about the past)	Extending chronological knowledge beyond 1066 <i>(Space / Moon landings / space exploration)</i>	<b>Extending chronological knowledge beyond 1066</b> <i>(Refugees and movement of people through time)</i>	<b>Extending chronological knowledge beyond 1066</b> <i>(The Victorians)</i>	

**Bold headings** = History s a focus this term. Where History is not a focus, optional learning / activities are suggested, these are not designed to be full units. They could also be set as home learning tasks.

*NB: See EYFS Curriculum map to see how learning in EYFS feeds into the whole school curriculum map for History*



# The Weald Federation: History assessment points

		Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
DISCIPLINARY KNOWLEDGE	Chronological Understanding & Vocabulary	<ul style="list-style-type: none"> <li>Can use common words and phrases relating to the passing of time when discussing the past</li> <li>Can use a wide vocabulary of everyday historical terms</li> <li>Understands that some events happened a very long time ago (before they were born) others in the more recent past</li> <li>Is beginning to demonstrate an emerging sense of chronology by placing key events from the past into a sequential order</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates an understanding of the chronological narrative of the United Kingdom from the earliest times to the present day</li> <li>Can appropriately use historical terms and vocabulary to describe events, people and societies from the past</li> <li>Understands that a timeline is split in BC and AD and that dates increase in both directions</li> <li>Can place some key events in British history from the Stone Age to the present day on a chronological timeline</li> </ul>	<ul style="list-style-type: none"> <li>Can demonstrate a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study</li> <li>Understand and correctly use abstract historical terms including 'empire', 'civilisation', 'parliament' and 'peasantry'</li> <li>Understands that key civilisations and periods of history overlap and interact</li> <li>Has a chronological knowledge and understanding of key events in British history from the Stone Age to the present day</li> </ul>
	Exploring Connections, Contrasts & Trends	<ul style="list-style-type: none"> <li>Can recognise that their own lives are different to the lives of people in the past</li> <li>Can say what is the same and what is different between life now and life in the past</li> <li>Can identify similarities and differences between the past and the present day</li> <li>Can identify some similarities and differences between ways of life in different historical periods</li> </ul>	<ul style="list-style-type: none"> <li>Can compare similarities and differences about a specific aspect of life between a different historical period and their own.</li> <li>Can identify similarities and differences between two different historical periods (not including their own)</li> <li>Can make connections about aspects of the past and is beginning to notice contrasts and trends</li> <li>Can give examples of how events, inventions or achievements from the past have influenced life today</li> </ul>	<ul style="list-style-type: none"> <li>Can explain connections, contrasts and trends over time, within and between historical periods, making links to prior learning.</li> <li>Can demonstrate a clear understanding of key narratives (cause &amp; consequence) within and across historical periods studied.</li> <li>Can apply prior knowledge to 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</li> <li>Understands how the complexity of events, people's lives and societies in the past might have shaped the world we live in today</li> </ul>
	Historical Enquiry & Interpretation	<ul style="list-style-type: none"> <li>Can ask questions about the past</li> <li>Can find answers to some simple questions about the past from sources of information and observations</li> <li>Can use stories and other sources to show that they know and understand key individuals and events from the past</li> <li>Is beginning to understand and describe some of the ways in which we find out about the past</li> <li>Can identify different ways in which people and/or events from the past are represented</li> </ul>	<ul style="list-style-type: none"> <li>Understands that our knowledge of the past is constructed from a range of sources</li> <li>Can explain the difference between primary and secondary sources of information.</li> <li>Understands that events in the past can be / have been interpreted in different ways and is beginning to suggest possible reasons for this</li> <li>Can ask and answer historically appropriate questions about the past</li> <li>Can construct informed responses to historical queries that thoughtfully select and organise relevant historical information</li> </ul>	<ul style="list-style-type: none"> <li>Can use a variety of sources (e.g. paintings, film footage, written information) to ask and answer questions about the past.</li> <li>Understands the different methods of historical enquiry, including how evidence is used rigorously to make historical claims</li> <li>Can give reasons explaining how and why contrasting arguments and interpretations of the past have been constructed</li> <li>Can retrieve, select and combine information from a range of different sources to organise historical information in a way that is appropriate for the task</li> <li>Can draw on prior knowledge and a variety of sources to construct written narratives and analyses comparing different historical periods and the present day</li> </ul>
SUBSTANTIVE KNOWLEDGE	<p>Can describe and discuss:</p> <ul style="list-style-type: none"> <li>changes within living memory, including aspects of change in national life</li> <li>events beyond living memory that are significant nationally or globally</li> <li>the lives of significant individuals in the past who have contributed to national and international achievements</li> <li>significant events, people and places in their own locality</li> </ul>	<p>Demonstrates knowledge &amp; understanding of:</p> <ul style="list-style-type: none"> <li>changes in Britain from the Stone Age to the Iron Age</li> <li>the Roman Empire and its impact on Britain</li> <li>Britain's settlement by Anglo-Saxons &amp; Vikings (including the struggle for the Kingdom of England)</li> <li>an in-depth local history study</li> <li>achievements of the earliest civilisations (Ancient Egypt)</li> <li>Ancient Greece – Greek life, achievements and influence on the Western world</li> </ul>	<p>Demonstrates knowledge &amp; understanding of:</p> <ul style="list-style-type: none"> <li>Mayans c900AD – a non-European society that provides contrasts with British history</li> <li>chronological knowledge beyond 1066 (WW1 / changing times)</li> <li>chronological knowledge beyond 1066 (WW2)</li> <li>chronological knowledge beyond 1066 (The Victorians)</li> <li>chronological knowledge beyond 1066 (Refugees and movement of people through time)</li> <li>chronological knowledge beyond 1066 (History of Space travel)</li> </ul>	



# The Weald Federation: History – Areas of Study (substantive knowledge)

YEAR 1 & 2 – Cycle A	YEAR 1 & 2 – Cycle B	YEAR 3 & 4 – Cycle A	YEAR 3 & 4 – Cycle B	YEAR 5 & 6 – Cycle A	YEAR 5 & 6 – Cycle B
<p><b>Changes within living memory</b> (<i>Our Planet &amp; Space Exploration</i>)</p> <ul style="list-style-type: none"> <li>How has transport changed over time?</li> <li>Boats, cars, trains, aeroplanes</li> <li>Space travel</li> <li>How has travel round the world changed over time?</li> </ul> <p><b>Significant national or global event beyond living memory</b> (<i>Remembrance Day</i>)</p> <ul style="list-style-type: none"> <li>Reflect and recall past events and special memories from their own lives</li> <li>How symbols can be used to represent important events and ideas (poppies)</li> <li>Memorials and parades</li> </ul> <p><b>Comparing life in the past to now</b> (<i>Toys</i>)</p> <ul style="list-style-type: none"> <li>Toys today</li> <li>Toys in the past (mid-century, early 20<sup>th</sup> Century, Victorian toys)</li> <li>How do we know about toys in the past?</li> <li>How toys (and play) have changed - what's the same, what's different?</li> </ul>	<p><b>Significant local historical events, people &amp; places</b> (<i>Our School</i>)</p> <ul style="list-style-type: none"> <li>Finding out about the past</li> <li>Different sources of historical information</li> <li>How has our school changed over time?</li> </ul> <p><b>Significant national or global event beyond living memory</b> (<i>The Gunpowder Plot</i>)</p> <ul style="list-style-type: none"> <li>Who was Guy Fawkes and what was the Plot?</li> <li>How do we remember the Gunpowder Plot?</li> </ul> <p><b>Significant national or global event beyond living memory</b> (<i>Great Fire of London</i>)</p> <ul style="list-style-type: none"> <li>London past &amp; present</li> <li>The events of the Great Fire</li> <li>How do we know about the Great Fire? (pictures, eye witness reports &amp; diaries)</li> <li>What happened after the Great Fire?</li> </ul> <p><b>The lives of significant individuals in the past who have contributed to national &amp; international achievements</b> (<i>Space, Sea Explorers Women in history</i>),</p> <ul style="list-style-type: none"> <li>What makes someone a significant person?</li> <li>Neil Armstrong and Buzz Aldrin</li> <li>Christopher Columbus (or other historical sea traveller)</li> <li>Jacques Cousteau, Sylvia Earle and Robert Ballard</li> <li>Investigating contributions made by women in the past – e.g. Mary Seacole, Florence Nightingale, Rosa Parks, Mary Anning, Queen Elizabeth</li> </ul>	<p><b>Changes in Britain from the Stone Age to the Iron Age</b></p> <ul style="list-style-type: none"> <li>When was the Stone Age period? (timeline)</li> <li>How do we know about the past?</li> <li>Archaeology &amp; cave art</li> <li>Daily life in the Stone Age</li> <li>Stonehenge</li> <li>Iron Age life</li> <li>Hillforts</li> </ul> <p><b>Extending chronological knowledge beyond 1066</b> (<i>Polar explorers</i>)</p> <ul style="list-style-type: none"> <li>Historical photos, newspapers, documents film footage and first-hand accounts (different ways of finding out about the past)</li> <li>Matthew Henson</li> </ul> <p><b>Achievements of the earliest civilizations</b> (Ancient Egypt)</p> <ul style="list-style-type: none"> <li>Who were the Ancient Egyptians? (timeline)</li> <li>What was life like in Ancient Egypt?</li> <li>Mummification ... Pharaohs &amp; Pyramids</li> <li>Egyptian Gods and religious beliefs</li> <li>Inventions and achievements</li> </ul> <p><b>Ancient Greece</b></p> <ul style="list-style-type: none"> <li>Who were the Ancient Greeks? (timeline)</li> <li>Daily Life in Ancient Greece (and how we know)</li> <li>Athens &amp; Sparta</li> <li>The Olympics</li> <li>Greek Gods, Goddesses and mythology</li> <li>The Trojan War</li> </ul>	<p><b>Local history study</b></p> <ul style="list-style-type: none"> <li>What evidence is there of different time periods in our village?</li> <li>The historical significance of Tunbridge Wells - How it has changed through time</li> <li>Primary and secondary sources of information</li> <li>Field sketches / buildings / historical details etc</li> </ul> <p><b>The Roman Empire &amp; its impact on Britain</b></p> <ul style="list-style-type: none"> <li>The Founding of Rome, expansion of the Roman Empire (timeline)</li> <li>Roman society</li> <li>What was life like in Ancient Rome? food, religion, homes,</li> <li>Roman invasion of Britain + Celt resistance (Boudicca)</li> <li>Legacy of the Romans + Roman inventions</li> </ul> <p><b>Anglo-Saxons &amp; The Vikings</b> (<i>across 2 terms</i>)</p> <ul style="list-style-type: none"> <li>Timeline activities</li> <li>Anglo Saxon life &amp; beliefs</li> <li>Viking life &amp; Viking beliefs</li> <li>Anglo-Saxon &amp; Viking struggle for the Kingdom of England</li> <li>Danegeld</li> <li>Anglo Saxon &amp; Vikings – similarities and differences</li> </ul> <p><b>A non-European society that provide contrasts with British history</b> (<i>The Mayans</i>)</p> <ul style="list-style-type: none"> <li>Everyday life, religion &amp; gods</li> <li>Achievements &amp; legacy</li> <li>Comparing life in AD900 Britain to life in Central America</li> </ul>	<p><b>Extending chronological knowledge beyond 1066</b> (<i>WW1 / Ernest Shackleton</i>)</p> <ul style="list-style-type: none"> <li>Causes of the war</li> <li>The Western Front / Life in the trenches</li> <li>End of WW1 &amp; Remembrance</li> <li>Women's rights before and after the war</li> <li>Historical photos, newspapers, documents film footage and first-hand accounts (different ways of finding out about the past)</li> <li>Shackleton's expedition to the South Pole</li> </ul> <p><b>Extending chronological knowledge beyond 1066</b> (<i>WW2</i>)</p> <ul style="list-style-type: none"> <li>The build up to WW2 (timeline)</li> <li>Winston Churchill</li> <li>Dunkirk, Battle of Britain, The Blitz</li> <li>The Home Front (roles of men &amp; women, children, food &amp; nutrition)</li> </ul> <p><b>Extending chronological knowledge beyond 1066</b> (The 'Atlantic Slave Trade')</p> <ul style="list-style-type: none"> <li>Use historical sources to define what a slave is</li> <li>The triangular Atlantic slave trade</li> <li>Experiences of slaves during this period (plantations in America)</li> <li>Abolition of slave trade in UK</li> <li>Harriet Tubman &amp; the Underground Railroad</li> </ul>	<p><b>Extending chronological knowledge beyond 1066</b> (<i>The Victorians-across 2 terms</i>)</p> <ul style="list-style-type: none"> <li>Queen Victoria (timeline)</li> <li>The British Empire / trade links</li> <li>Life in Victorian times – rich vs poor</li> <li>Victorian children – daily life</li> <li>Victorian schools</li> <li>Industrial Revolution</li> <li>Public health and medical care</li> <li>Inventors and inventions</li> <li>Achievements of the Victorian era and how events then shaped our lives today</li> </ul> <p><b>Extending chronological knowledge beyond 1066</b> (<i>Refugees and movement of people through time</i>)</p> <ul style="list-style-type: none"> <li>Comparing movement of people now and in the past – what is the same, what is different?</li> <li>Why do people leave their homes to settle elsewhere? Now and in the past?</li> <li>Are reasons why people left their home in the past the same or different to now?</li> <li>Are there any patterns and trends we can establish when thinking about why people leave where they were born?</li> </ul> <p><b>Extending chronological knowledge beyond 1066</b> (<i>Space</i>)</p> <ul style="list-style-type: none"> <li>Moon landings</li> <li>Key historical figures &amp; events</li> <li>Space Exploration – then vs now / technological advance</li> <li>Using primary sources to find out about the past</li> </ul>

## National Curriculum in England: History

### 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

### Attainment Targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

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Schools are not required by law to teach the example content in [square brackets] or the content indicated as being 'non-statutory'.

## 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 and 3.

*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 [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]*
- *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]*
- *significant historical events, people and places in their own locality*

## 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, Boudicca '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*