

## CHANGES TO THE 2014 NATIONAL CURRICULUM IN HISTORY

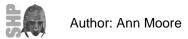
(This table provides teachers with an 'at a glance' overview of changes to the content / subject matter of the history National Curriculum that will take place from September 2014)

## Key: Similarities are in Green

## New content in **Blue**

Old content and no longer necessary to teach, in Red

KEY STAGE 1 OLD NATIONAL CURRICULUM HISTORY	KEY STAGE 1 NEW NATIONAL CURRICULUM HISTORY	
BREADTH OF STUDY	SUBJECT CONTENT	
6. During the key stage, pupils should be taught the knowledge, skills		
and understanding through the following areas of study:	Pupils should be taught about:	
a. changes in their own lives and the way of life of their family or others around them	<ul> <li>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> </ul>	
b. the way of life of people in the more distant past who lived in the local area or elsewhere in Britain	<ul> <li>events beyond living memory that are significant nationally or globally (e.g. the Great Fire of London, the first aeroplane flight or</li> </ul>	
c. the lives of significant men, women and children drawn from the	events commemorated through festivals or anniversaries)	
history of Britain and the wider world (for example, artists, engineers, explorers, inventors, pioneers, rulers, saints, scientists)	The lives of significant individuals in the past who have contributed to national and international achievements.	
d. past events from the history of Britain and the wider world (for example, events such as the Gunpowder Plot, the Olympic Games, other events that are commemorated).	Some should be used to compare aspects of life in different periods (e.g. 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 Edith Cavell)	
	<ul> <li>Significant historical events, people and places in their own locality.</li> </ul>	



BREADTH OF STUDY       SUBJECT CONTENT         Changes in Britain from the Stone Age to the Iron Age       Changes in Britain from the Stone Age to the Iron Age         This could include:       •late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae         •Bronze Age religion, technology and travel, e.g. Stonehenge       •lron Age hill forts: tribal kingdoms, farming, art and culture         The Roman Empire and its impact on Britain (nb schools now have to study of how British society was shaped by the movement and settlement of different peoples in the period before the Norman Conquest and an in-depth study of how British society was affected by Roman or Anglo-Saxon or Viking settlement.       The Roman Empire and its impact on Britain (nb schools now have to study all three of these units)         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, e.g. Boudica       •"Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity AND         Britain's settlement by Anglo-Saxons and Scots       Britain's settlement by Anglo-Saxons and Scots
Romans, Anglo-Saxons and Vikings in Britain An overview study of how British society was shaped by the movement and settlement of different peoples in the period before the Norman Conquest and an in-depth study of how British society was affected by Roman or Anglo-Saxon or Viking settlement.This could include: •Including Hadrian's Wall •British resistance, e.g. Boudica •"Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity AND
<ul> <li>Inter-spatherers and early farmers, e.g. Skara Brae</li> <li>Inter-spatherers and early farmers, e.g. Skara Brae</li> <li>Bronze Age religion, technology and travel, e.g. Stonehenge</li> <li>Iron Age hill forts: tribal kingdoms, farming, art and culture</li> <li>The Roman Empire and its impact on Britain (<i>nb schools now have to study all three of these units</i>)</li> <li>This could include:</li> <li>Julius Caesar's attempted invasion in 55-54 BC</li> <li>Ithe Roman Empire by AD 42 and the power of its army</li> <li>Successful invasion by Claudius and conquest, including Hadrian's Wall</li> <li>British resistance, e.g. Boudica</li> <li>"Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity AND</li> </ul>
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Britain's settlement by Angla-Savons and Scots
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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



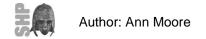
KEY STAGE 2 OLD NATIONAL CURRICULUM HISTORY	KEY STAGE 2 NEW NATIONAL CURRICULUM HISTORY
	Anglo-Saxon art and culture
	<ul> <li>Christian conversion – Canterbury, Iona and Lindisfarne</li> </ul>
	AND
	the Viking and Anglo-Saxon struggle for the Kingdom of England to
	the time of Edward the Confessor
	This could include:
	Viking raids and invasion
	<ul> <li>resistance by Alfred the Great and Athelstan, first king of England</li> </ul>
	<ul> <li>further Viking invasions and Danegeld</li> </ul>
	Anglo-Saxon laws and justice
	• Edward the Confessor and his death in 1066
Britain and the wider world in Tudor times ( nb schools could	A study of an aspect or theme in British history that extends pupils'
incorporate their Tudor resources into a locality study or a study of	chronological knowledge beyond 1066
an aspect or theme in British history that extends pupils'	
chronological knowledge beyond 1066)	For example:
A study of some significant events and individuals, including Tudor	• the changing power of monarchs using case studies such as John,
monarchs, who shaped this period and of the everyday lives of men,	Anne and Victoria
women and children from different sections of society.	• changes in an aspect of social history, such as crime and punishment
	from the Anglo-Saxons to the present or leisure and entertainment in
<u>4 A ) Victorian Britain ( nb schools could incorporate their Victorian</u>	the 20 <sup>th</sup> Century
resources into a locality study ) or a study of an aspect or theme in	• the legacy of Greek or Roman culture (art, architecture or literature)
British history that extends pupils' chronological knowledge beyond	on later periods in British history, including the present day
1066)	• a significant turning point in British history, e.g. the first railways or
A study of the impact of significant individuals, events and changes in	the Battle of Britain
work and transport on the lives of men, women and children from	





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KEY STAGE 2 OLD NATIONAL CURRICULUM HISTORY	KEY STAGE 2 NEW NATIONAL CURRICULUM HISTORY
different sections of society.	
OR	
<b><u>4B</u></b> ) Britain since 1930 ( <i>nb</i> schools could incorporate their post 1930	
resources into a locality study ) or a study of an aspect or theme in	
British history that extends pupils' chronological knowledge beyond 1066)	
A study of the impact of the Second World War or social and	
technological changes that have taken place since 1930, on the lives	
of men, women and children from different sections of society.	
Local history study	
	A local history study ( nb schools could incorporate their Tudor,
A study investigating how an aspect in the local area has changed	Victorian or 20 <sup>th</sup> century resources into a locality study)
over a long period of time, or how the locality was affected by a	
significant national or local event or development or by the work of a	For example:
significant individual.	• a depth study linked to one of the British areas of study listed above
	• a study over time tracing how several aspects 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.
5) A European history study	
A study of the way of life, beliefs and achievements of the people	8) Ancient Greece – a study of Greek life and achievements and their
living in Ancient Greece and the influence of their civilisation on the	influence on the western world
world today.	



KEY STAGE 2 OLD NATIONAL CURRICULUM HISTORY	KEY STAGE 2 NEW NATIONAL CURRICULUM HISTORY
6) A world history study A study of the key features, including the everyday lives of men, women and children, of a past society selected from: Ancient Egypt, Ancient Sumer, the Assyrian Empire, the Indus Valley, the Maya, Benin, or the Aztecs.	<ul> <li>7) 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:         <ul> <li>Ancient Sumer;</li> <li>The Indus Valley;</li> <li>Ancient Egypt;</li> </ul> </li> </ul>
	<ul> <li>The Shang Dynasty of Ancient China</li> </ul>
	<ul> <li>9) a non-European society that provides contrasts with British history - one study chosen from: <ul> <li>early Islamic civilization, including a study of Baghdad c. AD 900;</li> <li>Mayan civilization c. AD 900;</li> <li>Benin (West Africa) c. AD 900-1300.</li> </ul> </li> </ul>