

**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
<p><b><u>BREADTH OF STUDY</u></b></p> <p>6. During the key stage, pupils should be taught the knowledge, skills and understanding through the following areas of study:</p> <p>a. changes in their own lives and the way of life of their family or others around them</p> <p>b. the way of life of people in the more distant past who lived in the local area or elsewhere in Britain</p> <p>c. the lives of significant men, women and children drawn from the history of Britain and the wider world (for example, artists, engineers, explorers, inventors, pioneers, rulers, saints, scientists)</p> <p>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).</p>	<p><b><u>SUBJECT CONTENT</u></b></p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>❖ Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>❖ events beyond living memory that are significant nationally or globally (e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)</li> <li>❖ The lives of significant individuals in the past who have contributed to national and international achievements.</li> </ul> <p>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)</p> <ul style="list-style-type: none"> <li>❖ Significant historical events, people and places in their own locality.</li> </ul>

KEY STAGE 2 OLD NATIONAL CURRICULUM HISTORY	KEY STAGE 2 NEW NATIONAL CURRICULUM HISTORY
<p><b><u>BREADTH OF STUDY</u></b></p> <p><u>Romans, Anglo-Saxons and Vikings in Britain</u>            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 <b>or</b> Anglo-Saxon <b>or</b> Viking settlement.</p>	<p><b><u>SUBJECT CONTENT</u></b></p> <p><u>Changes in Britain from the Stone Age to the Iron Age</u></p> <p>This could include:</p> <ul style="list-style-type: none"> <li>•late Neolithic hunter-gatherers 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> </ul> <p><u>The Roman Empire and its impact on Britain</u> <i>(nb schools now have to study all three of these units)</i></p> <p>This could include:</p> <ul style="list-style-type: none"> <li>•Julius Caesar’s attempted invasion in 55-54 BC</li> <li>•the 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</li> </ul> <p><b>AND</b></p> <p><u>Britain’s settlement by Anglo-Saxons and Scots</u></p> <p>This could include:</p> <ul style="list-style-type: none"> <li>•Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li> <li>•Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life</li> </ul>

KEY STAGE 2 OLD NATIONAL CURRICULUM HISTORY	KEY STAGE 2 NEW NATIONAL CURRICULUM HISTORY
<p><b><u>Britain and the wider world in Tudor times</u></b> (<i>nb schools could incorporate their Tudor resources into a locality study or a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i>)</p> <p><b>A study of some significant events and individuals, including Tudor monarchs, who shaped this period and of the everyday lives of men, women and children from different sections of society.</b></p> <p><b><u>4 A ) Victorian Britain</u></b> (<i>nb schools could incorporate their Victorian resources into a locality study ) or a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i>)</p> <p><b>A study of the impact of significant individuals, events and changes in work and transport on the lives of men, women and children from</b></p>	<ul style="list-style-type: none"> <li>• Anglo-Saxon art and culture</li> <li>• Christian conversion – Canterbury, Iona and Lindisfarne</li> </ul> <p><b>AND</b></p> <p><b><u>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</u></b></p> <p><b>This could include:</b></p> <ul style="list-style-type: none"> <li>• Viking raids and invasion</li> <li>• resistance by Alfred the Great and Athelstan, first king of England</li> <li>• further Viking invasions and Danegeld</li> <li>• Anglo-Saxon laws and justice</li> <li>• Edward the Confessor and his death in 1066</li> </ul> <p><b><u>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</u></b></p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>• the changing power of monarchs using case studies such as John, Anne and Victoria</li> <li>• changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or <b>leisure and entertainment in the 20<sup>th</sup> Century</b></li> <li>• the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</li> <li>• a significant turning point in British history, e.g. the first railways or the <b>Battle of Britain</b></li> </ul>

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<p><b>different sections of society.</b></p> <p><b>OR</b></p> <p><b>4B ) Britain since 1930</b> ( <i>nb 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)</i></p> <p><b>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.</b></p> <p><u>Local history study</u></p> <p>A study investigating how an aspect in the local area has changed 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 significant individual.</p> <p><u>5) A European history study</u></p> <p>A study of the way of life, beliefs and achievements of the people living in Ancient Greece and the influence of their civilisation on the world today.</p>	<p><u>A local history study</u> ( <i>nb schools could incorporate their Tudor, Victorian or 20<sup>th</sup> century resources into a locality study</i>)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• a depth study linked to one of the British areas of study listed above</li> <li>• a study over time tracing how several aspects national history are reflected in the locality (this can go beyond 1066)</li> <li>• a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</li> </ul> <p><u>8) Ancient Greece – a study of Greek life and achievements and their influence on the western world</u></p>



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<p><b><u>6) A world history study</u></b></p> <p>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.</p>	<p><b><u>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:</u></b></p> <ul style="list-style-type: none"><li>• Ancient Sumer;</li><li>• The Indus Valley;</li><li>• Ancient Egypt;</li><li>• The Shang Dynasty of Ancient China</li></ul> <p><b><u>9) a non-European society that provides contrasts with British history - one study chosen from:</u></b></p> <ul style="list-style-type: none"><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>