



## New National Curriculum Objectives

History			
<b>History</b>	<b>Key Stage 1</b>	1a	changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
		1b	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]
		1c	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]
		1d	significant historical events, people and places in their own locality.
	<b>Key Stage 2</b>	2a	changes in Britain from the Stone Age to the Iron Age
		2b	the Roman Empire and its impact on Britain
		2c	Britain's settlement by Anglo-Saxons and Scots
		2d	the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
		2e	a local history study
		2f	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
		2g	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
		2h	Ancient Greece – a study of Greek life and achievements and their influence on the western world
		2i	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.