

## THE NATIONAL CURRICULUM

**General information** - The National Curriculum sets out the programmes of study and attainment targets for all subjects at all four key stages.

**Key Stage 1** Reception-Year 2, ages +4 yrs to 7/8 years (Infants)

**Key Stage 2** Years 3-6, ages 7/8yrs to 10/11 years (Juniors)

**Key Stage 3** Years 7-10/11, ages 11 years to 15/16 years; Year 10/11 are CGSE years

Key Stage 4 – 6<sup>th</sup> Form

Teachers having read the National Curriculum statutory syllabus, then provide within their school, a **Scheme of Work**, which should aim at addressing the following requirements

### PRIMARY

#### Key stage 1 (Infants)

Pupils should:

... develop an awareness of the past ... know where the people and events they study fit within a chronological framework ... identifying similarities and differences ... use everyday historical terms ... ask and answer questions, ... understand some of the ways in which we find out about the past.

Pupils should be taught about:

significant historical events, people and places in their **own locality**, changes within living memory, **locally** and (if applicable) nationally

#### Key Stage 2 (Junior)

Pupils should:

develop an awareness of the past, and changes within living memory ... events beyond living memory and significant nationally or globally .... lives of significant individuals, some should be used to compare aspects of life in different periods ....and continue to develop chronologically knowledge and understanding of British, **local** and world history ... they should note connections, contrasts and trends over time and develop the appropriate use of historical terms ... should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. ...

Pupils should be taught

**a local history study**

*suggested – pre- and post- 1066; which are applicable locally and could include:*

Stone Age, Iron Age; the Roman Empire and its impact on Britain; the Vikings and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

For further and fuller information and the non-statutory examples for Primary Schools go to

[https://assets.publishing.service.gov.uk/media/5a7c2917e5274a1f5cc762cf/PRIMARY\\_national\\_curriculum\\_-\\_History.pdf](https://assets.publishing.service.gov.uk/media/5a7c2917e5274a1f5cc762cf/PRIMARY_national_curriculum_-_History.pdf)

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### SECONDARY

#### Key Stage 3 (Secondary)

Purpose of the 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 curiosity .. teaching should equip pupils to ask perceptive questions and think critically... understand the complexity of people's lives, the process of change and the diversity of societies and relationships between different groups ...

**Schools requesting help for a local history study**

♣ **a study over time, testing how far sites in their locality reflect aspects of national history post and pre 1066**

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**This could include, where it applies locally:**

the development of the Church, state and society in Medieval Britain 1066-1509  
the development of the Church, state and society in Britain 1509-1745  
ideas, political power, industry and empire: Britain, 1745-1901  
challenges for Britain, Europe and the wider world 1901 to the present day.  
the First World War and the Peace Settlement  
the inter-war years: the Great Depression and the rise of dictators  
the Second World War and the wartime leadership of Winston Churchill  
the creation of the Welfare State  
Indian independence and end of Empire  
social, cultural and technological change in post-war British society  
Britain's place in the world since 1945  
the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066  
at least one study of a significant society or issue in world history and its interconnections with other world developments [for example, Mughal India 1526-1857; China's Qing dynasty 1644-1911; Changing Russian empires c.1800-1989; USA in the 20th Century].

For further and fuller information for **Secondary Schools** go to

[https://assets.publishing.service.gov.uk/media/5a7c66d740f0b626628abcdd/SECONDARY\\_national\\_curriculum\\_-\\_History.pdf](https://assets.publishing.service.gov.uk/media/5a7c66d740f0b626628abcdd/SECONDARY_national_curriculum_-_History.pdf)

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Useful websites

Maps

<https://maps.bristol.gov.uk/kyp/?edition=glos>

<https://maps.nls.uk/>

<https://www.google.co.uk/maps/> there is also a section **Google for Education**

[https://maps.google.co.uk/intl/ALL\\_uk/streetview/](https://maps.google.co.uk/intl/ALL_uk/streetview/)

<https://discovery.nationalarchives.gov.uk/> the Discovery section of the National Archives

and of course our Gloucestershire Archives on Alvin Street

<https://www.cheltenham.gov.uk/maps> local planning portals often have useful maps, sections on the history of the area to be developed, local archaeological finds

Other local useful sites

<https://gloshistory.org.uk/glosdocs/> .... [visit glosdocs](#) (towards the bottom of home page)

LH Societies often have useful information on their web sites,

EG. <https://cheltlocalhistory.org.uk/database/> ... and many other GLHS sites

<https://www.planningportal.co.uk/> is the national home page

[https://www.cheltenham.gov.uk/a\\_to\\_z/service/75/publicaccess](https://www.cheltenham.gov.uk/a_to_z/service/75/publicaccess)

specific to Cheltenham see also Gloucestershire County Council

<https://catalogue.gloucestershire.gov.uk/>

<https://wgsp.education/foresters-forest-resources/>

Also

Wikipedia search [Wikipedia, the free encyclopedia](#)

And

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