****

**History**

**Key Stages 1 and 2**

Resources to help you teach the 2014 curriculum for history

**KS1 History**

Pupils should be taught about:

|  |  |
| --- | --- |
| * changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
 | * [**Change in me**](http://www.tes.co.uk/teaching-resource/Change-in-me-3009190/)

A scheme of work aimed at developing children’s history skills while thinking about changes within their lives. * [**Houses and homes long ago**](http://www.tes.co.uk/teaching-resource/Houses-and-amp-Homes-Long-ago-Story-PowerPoint-6150043/)

An imaginary story that gets pupils thinking about how home life in the past compares to their own.* [**Old and new toys**](http://www.tes.co.uk/teaching-resource/old-and-new-toys-comparison-6016678/)

A cut-and-stick exercise in which pupils identify old toys and those from current times. * [**Seaside holidays**](http://www.tes.co.uk/teaching-resource/What-were-seaside-holidays-like-in-the-past-3006315/)

These images of old and new scenes from the seaside will help promote discussion in class.  |
| * 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]
 | **Great Fire of London*** [**The Great Fire of London**](http://www.tes.co.uk/teaching-resource/The-Great-Fire-of-London-6431546/)

A set of worksheets exploring the main events and consequences of the Great Fire of London. * [**SEN Great Fire of London**](http://www.tes.co.uk/teaching-resource/SEN-Great-Fire-of-London-3013623/)

A set of flashcards to help pupils to sequence the main events of the fire. * [**Samuel Pepys diary**](http://www.tes.co.uk/teaching-resource/Samuel-Pepys-Diary-3003679/)

A presentation that covers the main events of the day of the fire. * [**Great Fire of London planning**](http://www.tes.co.uk/teaching-resource/Great-Fire-of-London-Planning-3009430/)

A scheme of work and resources to help plan a sequence of lessons. **Gunpowder Plot** * [**Bonfire Night**](http://www.tes.co.uk/teaching-resource/Bonfire-Night-PowerPoint-6026642/)

A PowerPoint presentation that tells the story of Guy Fawkes and also has links to quizzes about the event. * [**The Gunpowder Plot PowerPoint**](http://www.tes.co.uk/teaching-resource/The-Gunpowder-Plot-Powerpoint-3003318/)

A presentation that tells the story of the Gunpowder Plot and also includes pictures and poems.* [**Remember, remember the fifth of November**](http://www.tes.co.uk/teaching-resource/Remember-remember-the-fifth-of-November-6026883/)

These two posters outline the key events of the plot and other facts. * [**Gunpowder Plot quiz**](http://www.tes.co.uk/teaching-resource/Gun-Powder-Plot-Quiz-KS1-6005573/)

A presentation that includes questions about the event.  |
| * 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]
 | **Queen Victoria** * [**The Victorians**](http://www.tes.co.uk/teaching-resource/Victorians-resources-6010252/)

A PowerPoint presentation about the Victorians that includes display material about Queen Victoria. * [**The Victorians**](http://www.tes.co.uk/teaching-resource/The-Victorians-6314872/)

A presentation that focuses on all aspects of the period with special attention paid to the monarch. * [**Images of Queen Victoria**](http://www.tes.co.uk/teaching-resource/Images-of-Queen-Victoria-6121987/)

A selection of images spanning the Queen’s life. * [**Queen Victoria and the Industrial Revolution**](http://www.tes.co.uk/teaching-resource/Queen-Victoria-and-amp-Industrial-Revolution-6393475/)

A fully-resourced lesson with a focus on recalling key facts about Queen Victoria. **Florence Nightingale*** [**Florence Nightingale**](http://www.tes.co.uk/teaching-resource/Florence-Nightingale-3012243/)

A selection of cards and worksheets to help you deliver an enquiry into Florence Nightingale. * [**Florence Nightingale – Comparison lesson**](http://www.tes.co.uk/teaching-resource/History-Florence-Nightingale-A-comparison-between-nurses-in-the-past-and-the-nurses-of-today-3011291/)

A PowerPoint presentation that compares the work of modern nurses to those of Florence Nightingale’s era. * [**Life events of Florence Nightingale**](http://www.tes.co.uk/teaching-resource/Life-events-of-Florence-Nightingale-3009940/)

An activity that asks students to place key events of Nightingale’s life in the correct chronological order. * [**Florence Nightingale presentation**](http://www.tes.co.uk/teaching-resource/Florence-Nightingale-pp-6047527/)

A detailed summary of Nightingale’s life and work. **Christopher Columbus** * [**Christopher Columbus**](http://www.tes.co.uk/teaching-resource/Christopher-Columbus-6212593/)

A presentation with comprehension questions about Columbus’ life.* [**Christopher Columbus and Neil Armstrong**](http://www.tes.co.uk/teaching-resource/Christopher-Columbus-and-Neil-Armstrong-6392648/)

A lesson plan and resources about these two explorers.* [**Christopher Columbus activities**](http://www.tes.co.uk/teaching-resource/Christopher-Columbus-Activities-6403732/)

This data-capture sheet will help students to build a picture of Columbus and his voyages.* [**Columbus word bank**](http://www.tes.co.uk/teaching-resource/Word-bank-for-keywords-associated-with-Columbus-6405491/)

A colourful key word bank with pictures. **Other** * [**The Life of Captain Cook**](http://www.tes.co.uk/teaching-resource/The-life-of-Captain-Cook-Powerpoint-6429679/)

A PowerPoint presentation and resources about the life and times of Captain Cook.* [**The Race for Space – Neil Armstron**g](http://www.tes.co.uk/teaching-resource/Race-to-Space-Neil-Armstrong-6387692/)

A fully-planned and resourced series of lessons on Neil Armstrong and the moon landings. * [**Grace Darling resource pack**](http://www.tes.co.uk/teaching-resource/Grace-Darling-Project-Pack-6026686/)

A resource pack with lesson plans to help deliver a sequence of lessons.* [**Story of Thomas Becket**](http://www.tes.co.uk/teaching-resource/Story-of-Thomas-Becket-Powerpoint-6034818/)

A detailed presentation covering the main events of Thomas Becket’s life. |
| * Significant historical events, people and places in their own locality.
 | * [**Mary Queen of Scots**](http://www.tes.co.uk/teaching-resource/Mary-Queen-of-Scots-Life-story-6412030/)

A sequence of lessons about Mary Queen of Scots that helps to build a story about the key events in her life. * [**Farming history**](http://www.tes.co.uk/teaching-resource/Farming-History-6126368/)

A collection of farming pictures and a worksheet to help build a local study about agricultural changes. * [**Cornish tin mining lesson**](http://www.tes.co.uk/teaching-resource/Cornish-Tin-Mining-Lesson-6192627/)

A local study into mining with worksheets and links to help with setting up an enquiry. * [**Local history testaments**](http://www.tes.co.uk/teaching-resource/Teachers-TV-Local-History-Testaments-of-Experience-6083089/)This video from *Teachers TV* gives an example of how to incorporate local history into your lessons.
 |

**KS2 History**

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
 | * [**Neolithic Britain**](http://www.tes.co.uk/teaching-resource/Neolithic-Britain-6432824/)A bank of images that could be used to introduce the Neolithic period or promote deeper questioning of the time.
* [**Skara Brae teacher's guide**](http://www.tes.co.uk/teaching-resource/Skara-Brae-Teacher-and-39-s-Guide-Stone-Age-Iron-Age-KS2-6426809/)

Background information to the area and its history. * [**Step into the Stone Age**](http://www.tes.co.uk/teaching-resource/step-into-the-Stone-Age-powerpoint-6374008/)A detailed PowerPoint with links to introduce the Stone Age.
* [**Stonehenge scheme**](http://www.tes.co.uk/teaching-resource/Stonehenge-Scheme-of-Work-6020278/)

A complete overview plan of a significant national site. * [**Changes to Britain from the Stone Age to the Iron Age**](http://www.tes.co.uk/teaching-resource/Changes-to-Britain-from-Stone-Age-to-Iron-Age-6430667/)

A scheme of work with links and suggested activities. * [**Iron Age Britain**](http://www.tes.co.uk/teaching-resource/Iron-Age-Britain-6429433/)

A visual presentation with accompanying worksheet on the Iron Age. * [**Stone Age to Iron Age timeline plan**](http://www.tes.co.uk/teaching-resource/Stone-Age-to-Iron-Age-timeline-plan-and-worksheet-6355256/)

A lesson that will help students with their chronological understanding of the period.* [**People of the Iron Age**](http://www.tes.co.uk/teaching-resource/People-of-Iron-Age-Britain-6432826/)

A great selection of images from the period for students to make inferences from.  |

|  |
| --- |
| **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, Boudica
* ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity
 | * [**Why was the Roman army so successful in battle?**](http://www.tes.co.uk/teaching-resource/Why-was-the-Roman-army-so-successful-in-battle-6098923/)

A lesson in which students build knowledge of the key formations and tactics used by the Roman army. * [**Roman Empire and its impact on Britain**](http://www.tes.co.uk/teaching-resource/History-Curriuculm-14-Roman-Britain-6402025/)

A curriculum-planning tool and a link to resources for the new curriculum. * [**Why did the Romans invade Britain?**](http://www.tes.co.uk/teaching-resource/Why-did-the-Romans-invade-Britain-6075816/)

A look at the reasons for the successful invasion of Britain.* [**What have the Romans ever done for us?**](http://www.tes.co.uk/teaching-resource/What-have-the-Romans-ever-done-for-us-6405789/)

A scavenger-hunt activity in which pupils evaluate the legacy of the Roman Empire on Britain. |

|  |
| --- |
| **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
 | * [**Anglo Saxon runes alphabet sheet**](http://www.tes.co.uk/teaching-resource/Anglo-Saxon-runes-alphabet-sheet-6009511/)

A decoding activity in which pupils translate key words. * [**Anglo Saxon medium-term plan**](http://www.tes.co.uk/teaching-resource/Anglo-Saxon-Medium-term-plan-6119151/)

A fully-resourced 14-week plan that covers a range of aspects of Anglo Saxon life. * [**Anglo Saxon enquiry lesson plans**](http://www.tes.co.uk/teaching-resource/Anglo-Saxon-Historical-Enquiry-Lesson-Plans-6019935/)

Two lesson plans that focus on pupils using the internet to research facts about Sutton Hoo. * [**An Anglo Saxon settlement**](http://www.tes.co.uk/teaching-resource/An-Anglo-Saxon-settlement-Purpose-for-drawing-6135783/)

A sheet that gives students the opportunity to draw a picture of a settlement.  |
| **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 | * [**Tracking down the Vikings in Britain**](http://www.tes.co.uk/teaching-resource/Tracking-Down-the-Vikings-in-Britain-6041293/)

A colourful booklet with key facts and activities about the Vikings.* [**Viking PowerPoint presentations**](http://www.tes.co.uk/teaching-resource/Powerpoint-presentations-on-the-Vikings-6205348/)

A selection of presentations about Vikings, including ones on raids and their effects on Britain. * [**Viking and Saxon Britain**](http://www.tes.co.uk/teaching-resource/History-6148587/)

Lessons on the Vikings and invasions up until 1066. * [**Edward the Confessor**](http://www.tes.co.uk/teaching-resource/Edward-the-Confessor-King-1042-66-Word-doc-6347442/)

An information sheet about the reign of Edward the Confessor.  |

|  |
| --- |
| **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.
 | * [**War memorials topic plan**](http://www.tes.co.uk/teaching-resource/War-memorials-topic-plan-6290750/)

A cross-curricular plan for a sequence of lessons into memorials in local areas. * [**Local history teacher’s pack**](http://www.tes.co.uk/teaching-resource/Local-History-Teacher-and-39-s-Pack-6033811/)

A sequence of lessons about archaeology that can be adapted for any local area. * [**Dissolution of the monasteries – Haughmond Abbey**](http://www.tes.co.uk/teaching-resource/Dissolution-of-the-Monasteries-Haughmond-Abbey-6040096/)

A full-resourced local study into a Shropshire monastery.* [**Prehistory teacher's kit for KS1 and KS2**](http://www.tes.co.uk/teaching-resource/KS2-Prehistory-teacher-and-39-s-kit-for-KS1-and-KS2-6020254/)A resource booklet that will help support teachers through a local study.

  |
| **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
 | * [**Change over time**](http://www.tes.co.uk/teaching-resource/Change-over-time-6118203/)

A lesson looking at three factors of change from 1066-1649.* [**Conflict through time**](http://www.tes.co.uk/teaching-resource/Conflict-through-Time-6151830/)

A lesson that introduces pupils to the idea of change and continuity in warfare.* [**The Black Death**](http://www.tes.co.uk/teaching-resource/The-Black-Death-6341445/)

A look at the impact of the Black Death on society. * [**The impact of railways**](http://www.tes.co.uk/teaching-resource/Railways-1750-1900-dh-6077713/)

A detailed PowerPoint presentation with activities covering the economic and social impact of the railways on 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 | * [**Double-sided Ancient Egyptian factsheets**](http://www.tes.co.uk/teaching-resource/Double-Sided-Ancient-Egyptians-factsheets-3007393/)

Colourful information sheets with timelines and facts. * [**Introduction to Ancient Civilisations**](http://www.tes.co.uk/teaching-resource/Introduction-to-Ancient-Civilisations-6086957/)

A comprehensive look at what civilisation means, using examples from around the world. * [**Ancient Sumer**](http://www.tes.co.uk/teaching-resource/Ancient-Sumer-6127863/)

A presentation with activities on the ancient Middle-Eastern civilisation of Sumer. * [**Indus Valley worksheets**](http://www.tes.co.uk/teaching-resource/Indus-Valley-Worksheets-6167795/)

A series of themed information sheets to help build pupils’ knowledge of the Indus Valley civilisation.   |
| **Ancient Greece ─** |
| a study of Greek life and achievements and their influence on the western world | * [**Ancient Greeks activity sheet**](http://www.tes.co.uk/teaching-resource/Ancient-Greeks-activity-sheets-3011822/)

A comprehension exercise in which pupils scan information about two major cities. * [**Athens versus Sparta**](http://www.tes.co.uk/teaching-resource/Athens-v-Sparta-PowerPoint-Ancient-Greeks-History-6026088/)

A presentation that gets pupils to spot the differences between the two cities. * [**Ancient Greek murder mystery**](http://www.tes.co.uk/teaching-resource/Ancient-Greece-Murder-Mystery-6046783/)

A double lesson with worksheets and videos to help pupils solve a mystery set in Ancient Greece.* [**Ancient Greece scheme of work**](http://www.tes.co.uk/teaching-resource/Ancient-Greece-scheme-of-Work-plus-resources-6056046/)

A full scheme of work with resources that can be easily blended into a unit. |

|  |
| --- |
| **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. | * [**Timeline of Ancient China**](http://www.tes.co.uk/teaching-resource/Timeline-of-Ancient-China-6256792/)

Differentiated timeline activity for pupils to complete.* [**Baghdad AD900**](http://www.tes.co.uk/teaching-resource/Ancient-Islamic-Empire-and-study-of-Baghdad-c-900-6431015/)

A sequence of lessons on the significance of the city. * [**Mayan objects activity**](http://www.tes.co.uk/teaching-resource/What-could-these-Mayan-objects-be-6423388/)

A SEN activity that allows pupils to explore Mayan objects and make inferences.* [**Aztec history**](http://www.tes.co.uk/teaching-resource/Aztec-History-6431176/)

An introduction to the Aztec civilisation with a timeline activity attached.  |