**Old and new statements on the importance/ purpose of history in the curriculum**

**The importance of history (2000)**

History fires pupils’ curiosity about the past in Britain and the wider world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people’s actions. As they do this, pupils develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience, and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values.

In history, pupils find evidence, weight it up and reach their own conclusions. To do this they need to be able to research, sift through evidence and argue for their point of view – skills that are prized in adult life.

**Purpose of study (2014)**

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 pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

**Comparison between historical events to be studied at KS3 (2008 - 2014)**

NB – **VERY IMPORTANT**: Be sure to read and plan to apply the **aims** at the start of the 2014 document and the **preambles** that are found above lists of content in each key stage. They are broadly similar to the existing curriculum and define what getting better at history involves, helping teachers to plan for progression.

No easy comparison can be made between the 2008 and 2014 programmes, but in the table below the areas of study required from 2014 have been **aligned with what seems to be the closest equivalent** from 2008. (The bullets listed in 2014 documentation are given as examples and, while useful, are not statutory). The sections that are underlined in 2014 are specific requirements that did not appear in explicit terms in 2008. The required work on “migration” from 2008 is paired with an “aspect/theme … before 1066” only to show how work on this might be continued to satisfy the 2014 model.

|  |  |
| --- | --- |
| Key Stage 3 from 2000 | Key Stage 3 from Sept 2014 |
| * the development of political power from the Middle Ages to the twentieth century, including changes in the relationship between rulers and ruled over time, the changing relationship between the crown and parliament, and the development of democracy
* the different histories and changing relationships through time of the peoples of England, Ireland, Scotland and Wales
* the way in which the lives, beliefs, ideas and attitudes of people in Britain have changed over time and the factors – such as technology, economic development, war, religion and culture – that have driven these changes
* the development of trade, colonisation, industrialisation and technology, the British Empire and its impact on different people in Britain and overseas, pre-colonial civilisations, the nature and effects of the slave trade, and resistance and decolonisation
 | * the development of Church, state and society in Medieval Britain 1066-1509
* the development of Church, state and society in Britain 1509-1745
* ideas, political power, industry and empire: Britain, 1745-1901
 |
| * Provide opportunities to
* investigate aspects of personal, family or local history and how they relate to a broader historical context
* appreciate and evaluate, through visits where possible, the role of museums, galleries, archives and historic sites in preserving, presenting and influencing people’s attitudes towards the past
 | * a local history study
 |
| * the impact through time of the movement and settlement of diverse peoples to, from and within the British Isles
 | * the study of an aspect or theme in British history that consolidates and extends pupils’ chronological knowledge from before 1066
 |
| * the impact of significant political, social, cultural, religious, technological and/or economic developments and events on past European and world societies
* The changing nature of conflict and cooperation between countries and peoples and its lasting impact on national, ethnic, racial, cultural or religious issues, including the nature and impact of the two world wars and the Holocaust, and the role of European and international institutions in resolving conflicts.
 | * at least one study of a significant society or issue in world history and its interconnections with other world developments
* challenges for Britain, Europe and the wider world 1901 to the present day (must include study of the Holocaust)
 |