**National Curriculum history – aspects to develop** (September 2014)

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| Key Stage 1 *Knowledge / understanding of British history*   * Changes within living memory - used, where appropriate, to reveal changes in national life   *See also wider world history*  *Local history*   * Significant historical events, people and places in their own locality | *Knowledge / understanding of wider world history*   * Events from beyond living memory that are significant nationally or globally * 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 | *The ability / disposition to:*Be aware of the past, using common words & phrases relating to time  * Fit people/events into chronological framework * Identify similarities / differences between periods * Use wide vocabulary of everyday historical terms * Ask and answer questions * Choose and use from stories and other sources to show understanding * Understand some ways we find out about the past * Identify different ways in which past is represented | |
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| Key Stage 2 The following areas of study taught through a combination of overview and depth studies | | | |
| *Knowledge / understanding of British history*   * Changes in Britain from the Stone Age to the Iron Age * The Roman Empire and its impact on Britain * Britain’s settlement by Anglo-Saxons and Scots * Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor * An aspect or theme of British history that extends pupils’ chronological knowledge beyond 1066   *Local history*   * A local study | *Knowledge / understanding of wider world history*   * The achievements of the earliest civilizations; depth study of one of: * Sumer * Indus Valley * Egypt * Shang Dynasty * Ancient Greece – life, achievements, influence * Non-European society that contrasts with British history. One of: * early Islamic civilizations inc study of Baghdad c 900AD * Mayan civilization c. 900 AD * Benin (west Africa) c. 900-1300 | *The ability / disposition to:*  * Continue to develop chronologically secure knowledge of history * Establish clear narratives within and across periods studied * Note connections, contrasts and trends over time * Develop the appropriate use of historical terms * Regularly address and sometimes devise historically valid questions * Understand how knowledge of the past is constructed from a range of sources * Construct informed responses by selecting and organising relevant historical information * *Understand that different versions of the past may exist, giving some reasons for this (Not explicitly stated but is natural progression between KS1 and KS3)* | |
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| Key Stage 3 The following areas of study taught through a combination of overview and depth studies | | | |
| *Knowledge / understanding of British history*   * Development of Church, state and society 1066-1509 * Development of Church, state and society 1509-1745 * Ideas, political power, industry and empire 1745-1901 * Challenges to Britain, Europe and the wider world 1901 to present day(including the Holocaust) * An aspect or theme of British history that consolidates and extends pupils’ chronological knowledge from before 1066   *Local history*   * A local study | *Knowledge / understanding of wider world history*   * At least one study of a significant society or issue in world history and its connections with wider world developments   *(See also British history)* | *The ability / disposition to:*  * Extend and deepen their chronologically secure knowledge of history and a well-informed context for further learning * Identify significant events, make connections, draw contrasts and analyse trends within periods and over long arcs of time * Use historical terms and concepts in increasingly sophisticated ways * Pursue historically valid enquiries including some they have framed * Create relevant, structured and evidentially supported accounts * Understand how different types of sources are used rigorously to make historical claims * Discern how and why contrasting arguments and interpretations of the past have been constructed | |

**The history curriculum aims to ensure that all pupils:**

* know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world
* know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
* gain and deploy a historically-grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’
* understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
* understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
* gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

**Progression in history**involves developing historical perspective through …

* *wider, more detailed and chronologically secure knowledge*
* *sharper methods of enquiry and communication*
* *deeper understanding of more complex issues and of abstract ideas*
* *closer integration of history’s key concepts (see section 5 below \*)*
* *greater independence in applying all these qualities*

*(Italics are non-statutory explanations, examples or suggestions)*

Work likely at KS1 to 🡺 … work likely at KS2 to 🡺 … work likely at KS3

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| **1.**  **Chronological knowledge / understanding**  *(including characteristic features of periods)* | Develop an awareness of the past  * Use common words and phrases relating to the passing of time * Know where all people/events studied fit into a chronological framework * Identify similarities / differences betweenperiods | * Continue to develop chronologically secure knowledge of history * Establish clear narratives within and across periods studied * Note connections, contrasts and trends over time | * Extend and deepen their chronologically secure knowledge of history and a well-informed context for further learning * Identify significant events, make connections, draw contrasts and analyse trends within periods and over long arcs of time |
| **2. Historical terms** *eg empire, peasant* | * Use a wide vocabulary of everyday historical terms | * Develop the appropriate use of historical terms | * Use historical terms and concepts in increasingly sophisticated ways |
| **3.**  **Historical enquiry -**  **Using evidence / Communicating ideas** | * Ask and answer questions \* * Understand some ways we find out about the past * Choose and use parts of stories and other sources to show understanding (of concepts in part 5 below) | * Regularly address and sometimes devise historically valid questions \* * Understand how knowledge of the past is constructed from a range of sources * Construct informed responses by … * Selecting and organising relevant historical information | * Pursue historically valid enquiries \* including some they have framed * Understand how different types of sources are used rigorously to make historical claims * Create relevant, structured and evidentially supported accounts |
| **4.**  **Interpretations of history** | * Identify different ways in which the past is represented | * *Understand that different versions of the past may exist, giving some reasons for this* | * Discern how and why contrasting arguments and interpretations of the past have been constructed |
| **\* 5 – Questions relate to these key concepts that underpin all historical enquiry, developed through regular re-visiting in a range of contexts:** | | | |
| **5a.**  **Continuity and change** *in and between periods* | * *Identify similarities / differences between ways of life at different times* | * *Describe / make links between main events, situations and changes within and across different periods/societies* | * *Identify and explain change and continuity within and across periods* |
| **5b.**  **Cause and consequence** | * *Recognise why people did things, why events happened and what happened as a result* | * *Identify and give reasons for, results of, historical events, situations, changes* | * *Analyse / explain reasons for, and results of, historical events, situations, changes* |
| **5c.**  **Similarity / Difference** within a period / situation  *(social**diversity including beliefs and attitudes)* | * *Make simple observations about different types of people, events, beliefs within a society* | * *Describe social, cultural, religious and ethnic diversity in Britain & the wider world* | * *Understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies* |
| **5d.**  **Significance** *of**events / people* | * *Talk about who was important eg in a simple historical account* | * *Identify historically significant people and events in situations* | * *Consider / explain the significance of events, people and developments in their context and in the present day* |