

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

## 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



## 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)*



## 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

<b>1. Chronological knowledge / understanding</b> <i>(including characteristic features of periods)</i>	<ul style="list-style-type: none"> <li>• Develop an awareness of the past</li> <li>• Use common words and phrases relating to the passing of time</li> <li>• Know where all people/events studied fit into a chronological framework</li> <li>• Identify similarities / differences between periods</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop chronologically secure knowledge of history</li> <li>• Establish clear narratives within and across periods studied</li> <li>• Note connections, contrasts and trends over time</li> </ul>	<ul style="list-style-type: none"> <li>• Extend and deepen their chronologically secure knowledge of history and a well-informed context for further learning</li> <li>• Identify significant events, make connections, draw contrasts and analyse trends within periods and over long arcs of time</li> </ul>
<b>2. Historical terms</b> <i>eg empire, peasant</i>	<ul style="list-style-type: none"> <li>• Use a wide vocabulary of everyday historical terms</li> </ul>	<ul style="list-style-type: none"> <li>• Develop the appropriate use of historical terms</li> </ul>	<ul style="list-style-type: none"> <li>• Use historical terms and concepts in increasingly sophisticated ways</li> </ul>
<b>3. Historical enquiry</b> - <b>Using evidence / Communicating ideas</b>	<ul style="list-style-type: none"> <li>• Ask and answer questions *</li> <li>• Understand some ways we find out about the past</li> <li>• Choose and use parts of stories and other sources to show understanding (of concepts in <b>part 5</b> below)</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly address and sometimes devise historically valid questions *</li> <li>• Understand how knowledge of the past is constructed from a range of sources</li> <li>• Construct informed responses by ...</li> <li>• Selecting and organising relevant historical information</li> </ul>	<ul style="list-style-type: none"> <li>• Pursue historically valid enquiries * including some they have framed</li> <li>• Understand how different types of sources are used rigorously to make historical claims</li> <li>• Create relevant, structured and evidentially supported accounts</li> </ul>
<b>4. Interpretations of history</b>	<ul style="list-style-type: none"> <li>• Identify different ways in which the past is represented</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Understand that different versions of the past may exist, giving some reasons for this</i></li> </ul>	<ul style="list-style-type: none"> <li>• Discern how and why contrasting arguments and interpretations of the past have been constructed</li> </ul>
* 5 – Questions relate to these <b>key concepts</b> that underpin all historical enquiry, developed through regular re-visiting in a range of contexts:			
<b>5a. Continuity and change</b> in and between periods	<ul style="list-style-type: none"> <li>• <i>Identify similarities / differences between ways of life at different times</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Describe / make links between main events, situations and changes within and across different periods/societies</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Identify and explain change and continuity within and across periods</i></li> </ul>
<b>5b. Cause and consequence</b>	<ul style="list-style-type: none"> <li>• <i>Recognise why people did things, why events happened and what happened as a result</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Identify and give reasons for, results of, historical events, situations, changes</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Analyse / explain reasons for, and results of, historical events, situations, changes</i></li> </ul>
<b>5c. Similarity / Difference</b> within a period / situation <i>(social diversity including beliefs and attitudes)</i>	<ul style="list-style-type: none"> <li>• <i>Make simple observations about different types of people, events, beliefs within a society</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Describe social, cultural, religious and ethnic diversity in Britain &amp; the wider world</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies</i></li> </ul>
<b>5d. Significance</b> of events / people	<ul style="list-style-type: none"> <li>• <i>Talk about who was important eg in a simple historical account</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Identify historically significant people and events in situations</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Consider / explain the significance of events, people and developments in their context and in the present day</i></li> </ul>