

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

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



(NB All text in italics is non-statutory, including everything in the Early Years column, drawn from non-statutory guidance. Colour coding relates to aspects of the aims as shown on the next page.)

Work likely in ... Early Years → work likely at KS1 to → work likely at KS2 to → work likely at KS3

1. Chronological knowledge / understanding (including characteristic features of periods)	<ul style="list-style-type: none"> • Use everyday language related to time • Order and sequence familiar events • Describe main story settings, events and principal characters. • Talk about past and present events in their own lives and in lives of family members. 	<ul style="list-style-type: none"> • 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 between periods 	<ul style="list-style-type: none"> • Continue to develop chronologically secure knowledge of history • Establish clear narratives within and across periods studied • Note connections, contrasts and trends over time 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words. 	<ul style="list-style-type: none"> • Use a wide vocabulary of everyday historical terms 	<ul style="list-style-type: none"> • Develop the appropriate use of historical terms 	<ul style="list-style-type: none"> • Use historical terms and concepts in increasingly sophisticated ways
3. Historical enquiry - Using evidence / Communicating ideas	<ul style="list-style-type: none"> • Be curious about people and show interest in stories • Answer 'how' and 'why' questions ... in response to stories or events. • Explain own knowledge and understanding, and asks appropriate questions. • Know that information can be retrieved from books and computers • Record, using marks they can interpret and explain 	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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		<ul style="list-style-type: none"> • Identify different ways in which the past is represented 	<ul style="list-style-type: none"> • Understand that different versions of the past may exist, giving some reasons for this 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Look closely at similarities, differences, patterns and change • Develop understanding of growth, decay and changes over time 	<ul style="list-style-type: none"> • Identify similarities / differences between ways of life at different times 	<ul style="list-style-type: none"> • Describe / make links between main events, situations and changes within and across different periods/societies 	<ul style="list-style-type: none"> • Identify and explain change and continuity within and across periods
5b. Cause and consequence	<ul style="list-style-type: none"> • Question why things happen and give explanations 	<ul style="list-style-type: none"> • Recognise why people did things, why events happened and what happened as a result 	<ul style="list-style-type: none"> • Identify and give reasons for, results of, historical events, situations, changes 	<ul style="list-style-type: none"> • Analyse / explain reasons for, and results of, historical events, situations, changes
5c. Similarity / Difference within a period/situation (diversity)	<ul style="list-style-type: none"> • Know about similarities and differences between themselves and others, and among families, communities and traditions 	<ul style="list-style-type: none"> • Make simple observations about different types of people, events, beliefs within a society 	<ul style="list-style-type: none"> • Describe social, cultural, religious and ethnic diversity in Britain & the wider world 	<ul style="list-style-type: none"> • Understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies
5d. Significance of events / people	<ul style="list-style-type: none"> • Recognise and describe special times or events for family or friends 	<ul style="list-style-type: none"> • Talk about who was important eg in a simple historical account 	<ul style="list-style-type: none"> • Identify historically significant people and events in situations 	<ul style="list-style-type: none"> • Consider/explain the significance of events, people and developments in their context and in the present.