

# History

## Purpose of study

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.

## Aims

The national curriculum for history 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.

## Main focus for each key stage

### Key Stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

### Key Stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Knowledge and understanding of local history

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	- Learn about significant historical events, people and places in their own locality <b>(Su - This Is London)</b>	- Learn about a local history study <b>(Au - cross curricular with English non-chronological reports)</b>			
Knowledge and understanding of British history					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
- Learn about events beyond living memory that are significant nationally or globally <b>(Au - Transport and Travel)</b> <b>(Spr - Wonderful Weather)</b> - Learn about 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 <b>(Au - Transport and Travel)</b> <b>(Spr - Wonderful Weather)</b> <b>(Su - Flora and Fauna)</b>	- Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life <b>(Au - Super Humans)</b> - Learn about 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 <b>(Spr - Dinosaurs)</b> <b>(Su - This Is London)</b>		- Learn about Britain's settlement by Anglo-Saxons and Scots <b>(Spr - Traders and Invaders)</b> - Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor <b>(Spr - Traders and Invaders)</b> - Learn about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <b>(Au - Inventions and Progress)</b>	- Learn about the Roman Empire and its impact on Britain <b>(Au - Ancient Greece and Rome)</b>	- Learn about changes in Britain from the Stone Age to the Iron Age <b>(Au - Out of Africa)</b>
Knowledge and understanding of wider world history					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	- Learn about 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 <b>(Au - Super Humans)</b> - Learn about events beyond living memory that are significant nationally or globally <b>(Spr - Dinosaurs)</b> <b>(Su - This is London)</b>	- Learn about 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 <b>(Au - Ancient Egypt)</b>		- Learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world <b>(Au - Ancient Greece and Rome)</b> - Learn about the Roman Empire and its impact on Britain <b>(Au - Ancient Greece and Rome)</b>	- Learn about a non-European society that provides contrasts with British history – one study chosen from: <u>- early Islamic civilization, including a study of Baghdad c. AD 900;</u> - Mayan civilization c. AD 900; - Benin (West Africa) c. AD 900-1300. <b>(Spr - The Islamic Golden Age)</b>