

UNITED KINGDOM History Programs of Study, Key Stages 2 and 3 National Curriculum in England

In the Footsteps of History

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 and how it can be caused by a variety of different factors and have wide ranging consequences. It should also equip students to better understand 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.

Key strands	Year 7	All of year 7 again and Year 8	All of Year 7,8 and Year 9
<p>KNOWLEDGE (AO1) (including characteristic features of period/use of historical terms)</p> <p>GCSE style questions</p> <ul style="list-style-type: none"> • Explain features • Narrative accounts <p><i>“Factual knowledge is vitally important. The whole discipline of history rests upon the ability of people to remember people, dates, and events, and importantly, to sequence these in time”</i></p>	<p>Vocabulary/key terms:</p> <ul style="list-style-type: none"> • To use new terms to demonstrate understanding of periods, events and individuals. • Describe features of an historical event or time period in general terms. <p>Chronological understanding:</p> <ul style="list-style-type: none"> • Construct overviews of periods studied. • Use some key events in a narrative account. • Sequence several periods, events or individuals in a narrative account. 	<p>Vocabulary/key terms:</p> <ul style="list-style-type: none"> • Consistently and accurately use new terms to demonstrate understanding of periods, events and individuals. • Describe features of a specific historical event accurately. <p>Chronological understanding:</p> <ul style="list-style-type: none"> • Analyse overviews of periods studied to identify historical patterns. • Able to analyse the sequence of periods, events or individuals in a narrative account. 	<p>Vocabulary/key terms:</p> <ul style="list-style-type: none"> • Consistently and accurately use complex historical terms to demonstrate understanding of specific periods, events and individuals in their context. • Describe features of a specific element of a historical event accurately. <p>Chronological understanding:</p> <ul style="list-style-type: none"> • Able to provide specific detailed knowledge of key events in a correct sequence.

<p>CAUSE & CONSEQUENCE (AO2)</p> <p>GCSE style questions</p> <ul style="list-style-type: none"> • Explain why? • Explain consequences <p><i>“One of the most dangerous practices by history teachers is allowing students to believe that there are simple, monocausal explanations for how and why history happens. It is essential students are exposed to multiple perspectives, representations and causes with the opportunity to investigate history in authentic ways.”</i></p>	<ul style="list-style-type: none"> • Can describe one or more causes and consequences of an event. • Be able to categorise different types or groups of causes and/or consequences, E.G. Long Term vs Short Term or Political, Social etc. 	<ul style="list-style-type: none"> • Explain multiple causes and consequences of events and their importance. 	<ul style="list-style-type: none"> • Explain the links and relationships between different causes or consequences. • Judge the significance of different causes or consequences.
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<p>CHANGE AND CONTINUITY (AO2)</p> <p>GCSE style questions</p> <ul style="list-style-type: none"> • Explain a similarity over time • Explain a difference over time <p><i>“Change and continuity is one of the big ideas which shape the questions that we ask about the past and which structure the arguments that historians produce in response to those questions.”</i></p>	<ul style="list-style-type: none"> • Understands the differences between change and continuity. • Can identify a change or continuity in time periods studied. 	<ul style="list-style-type: none"> • Describe change and continuity supported by relevant knowledge. • Describe broad historical trends and developments, E.G. religious or technological etc. 	<ul style="list-style-type: none"> • Explain change and continuity using knowledge of the period. • Can comment on the nature and extent of change and continuity. • Can identify turning points in historical events.
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<p>SOURCES & INTERPRETATIONS (AO3/4)</p> <ul style="list-style-type: none"> • How useful is a source for an enquiry? • What can you infer from a source? • How could you follow up a source? 	<p>Sources:</p> <ul style="list-style-type: none"> • Understand what historical sources are • Be able to make inferences from sources 	<p>Interpretations:</p> <ul style="list-style-type: none"> • Understand what interpretations are • Identify the differences in interpretations • Understand interpretations of the 	<p>Interpretations:</p> <ul style="list-style-type: none"> • Explain clear difference in views contained in interpretations. • Explain why interpretations differ by considering the types of sources a historian might use, the area of interest of
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<ul style="list-style-type: none"> • How do interpretations differ? • Why do interpretations differ? <p><i>“Every piece of historical writing is an interpretation of some sort. The past is not fixed but constructed through interpretations.”</i></p>		<p>past can vary because of the evidence used</p> <p>Sources:</p> <ul style="list-style-type: none"> • Understand the different types of sources historians use • Be able to ask questions of sources • Use a source’s content to explain how it might be useful to an enquiry. • Use a source’s Nature, Origin and Purpose to explain how it might be useful to an enquiry. • Be able to make supported inferences from sources 	<p>a historian or the context surrounding them.</p> <ul style="list-style-type: none"> • Support or challenge interpretations with own knowledge of the period. <p>Sources:</p> <ul style="list-style-type: none"> • Evaluate how sources are useful to a specific enquiry based on its content and/or NOP. • Be able to apply detailed contextual knowledge to evaluate usefulness of sources.
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HISTORY: SUBJECT CONTENT

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. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should

combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

***In the Footsteps of History* employs a variety of sources to aid students in the reconstruction of historical events, and consistently asks critical thinking questions to help them consider multiple viewpoints and create their own thoughtful questions. Connections with other events across the world and time periods are always considered, as well as author, purpose, and bias of any source used. The long roads of causation and connection are established with current times in each unit. Each region's geographic setting, resources, trade, the arts, and cultural life take priority in every unit of study. Students are asked to construct well-written reflective pieces, scholarly and researched work, and creative projects, both individually and in groups.**

- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
Walkabouts
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
Isabella Bird unit, Walkabouts
- The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
Walkabouts
- 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
Marco Polo unit, Walkabouts

- Ancient Greece – a study of Greek life and achievements and their influence on the western world
 - A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.
Marco Polo, Isabella Bird, Ibn Battuta units
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Key Stage 3

Pupils should extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. Pupils should identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. They should use historical terms and concepts in increasingly sophisticated ways. They should pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response. They should understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

***In the Footsteps of History* employs a variety of sources to aid students in the reconstruction of historical events, and consistently asks critical thinking questions to help them consider multiple viewpoints and create their own thoughtful questions. Connections with other events across the world and time periods are always considered, as well as author, purpose, and bias of any source used. The long roads of causation and connection are established with current times in each unit.**

Each region's geographic setting, resources, trade, the arts, and cultural life take priority in every unit of study. Students are asked to construct well-written reflective pieces, scholarly and researched work, and creative projects, both individually and in groups.

- Christendom, the importance of religion, and the Crusades

Walkabouts

- **The Black Death and its social and economic impact**

Walkabouts

- **Renaissance and Reformation in Europe**

Walkabouts

- **The Elizabethan religious settlement and conflict with Catholics (including Scotland, Spain and Ireland)**

Walkabouts

- **Britain as the first industrial nation – the impact on society**

Walkabouts

- **The development of the British Empire with a depth study (for example, of India)**

Isabella Bird unit

- **The First World War and the Peace Settlement**

Walkabouts

- **At least one study of a significant society or issue in world history and its interconnections with other world developments [for example, Mughal India 1526-1857; China's Qing dynasty 1644-1911; Changing Russian empires c.1800-1989; USA in the 20th Century]**

Isabella Bird, Ibn Battuta units, Walkabouts