

The first fifty days of the new National Curriculum in history: how well are we doing?

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Outline

The first fifty days of the new National Curriculum in history: how well are we doing?

- What are the **key requirements** of the new NC for history?
- How are **schools approaching** these requirements?
- What might **end of key stage expectations** involve?
- Question for you: How well are we doing?

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What are the key requirements of the new National Curriculum for history?

Purpose of study – KS 1, 2 and 3

- 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 – KS1, 2 and 3

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
- **gain and deploy a historically grounded understanding** of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'

Aims - continued

- **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.

Attainment targets – KS1, 2 and 3

- By the end of each key stage, pupils are expected to **know, apply and understand** the matters, skills and processes specified in the programme of study.

Preamble KS1

- 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.
 - use a **wide vocabulary** of everyday historical terms.
 - **ask and answer questions**, choosing and using parts of stories and other sources to show that they know and understand key features of events.
 - **understand some of the ways in which we find out about the past** and identify different ways in which it is represented.

Preamble – KS2

- 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.
 - regularly **address and sometimes devise historically valid questions** about change, cause, similarity and difference, and significance.
 - **construct informed responses** that involve thoughtful selection and organisation of relevant historical information.
 - **understand how our knowledge of the past is constructed** from a range of sources.

Preamble – KS3

- 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.

Subject Content KS1

- **changes within living memory.** Where appropriate, these should be used to reveal aspects of change in national life
- **events beyond living memory that are significant nationally or globally** [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- **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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- **significant historical events, people and places in their own locality.**

Subject content KS2

- British history from earliest times to 1066
 - 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**
 - the **Viking and Anglo-Saxon struggle** for the Kingdom of England to the time of Edward the Confessor
- a **local history** study
- a study of an **aspect or theme in British history** that extends pupils' chronological knowledge beyond 1066
- the **achievements of the earliest civilizations** – an overview of where and when the first civilizations appeared and a depth study of one
- **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

Summary: subject content KS3

- **British history 1066 to the present day:**
 - the development of Church, state and society in Medieval Britain 1066-1509
 - the development of Church, state and society in Britain 1509-1745
 - ideas, political power, industry and empire: Britain, 1745-1901
 - challenges for Britain, Europe and the wider world 1901 to the present day (including studying the Holocaust)
- a **local history** study
- the study of an **aspect or theme in British history** that consolidates and extends pupils' chronological knowledge **from before 1066**
- at least **one study of a significant society or issue in world history** and its interconnections with other world developments

Subject content KS2

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Examples (non-statutory)

- the changing power of monarchs using case studies such as John, Anne and Victoria
- changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
- the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
- a significant turning point in British history, for example, the first railways or the Battle of Britain

Subject Content KS3

- the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066

Examples (non-statutory)

- the changing nature of political power in Britain, traced through selective case studies from the Iron Age to the present
- Britain's changing landscape from the Iron Age to the present
- a study of an aspect of social history, such as the impact through time of the migration of people to, from and within the British Isles
- a study in depth into a significant turning point: for example, the Neolithic Revolution

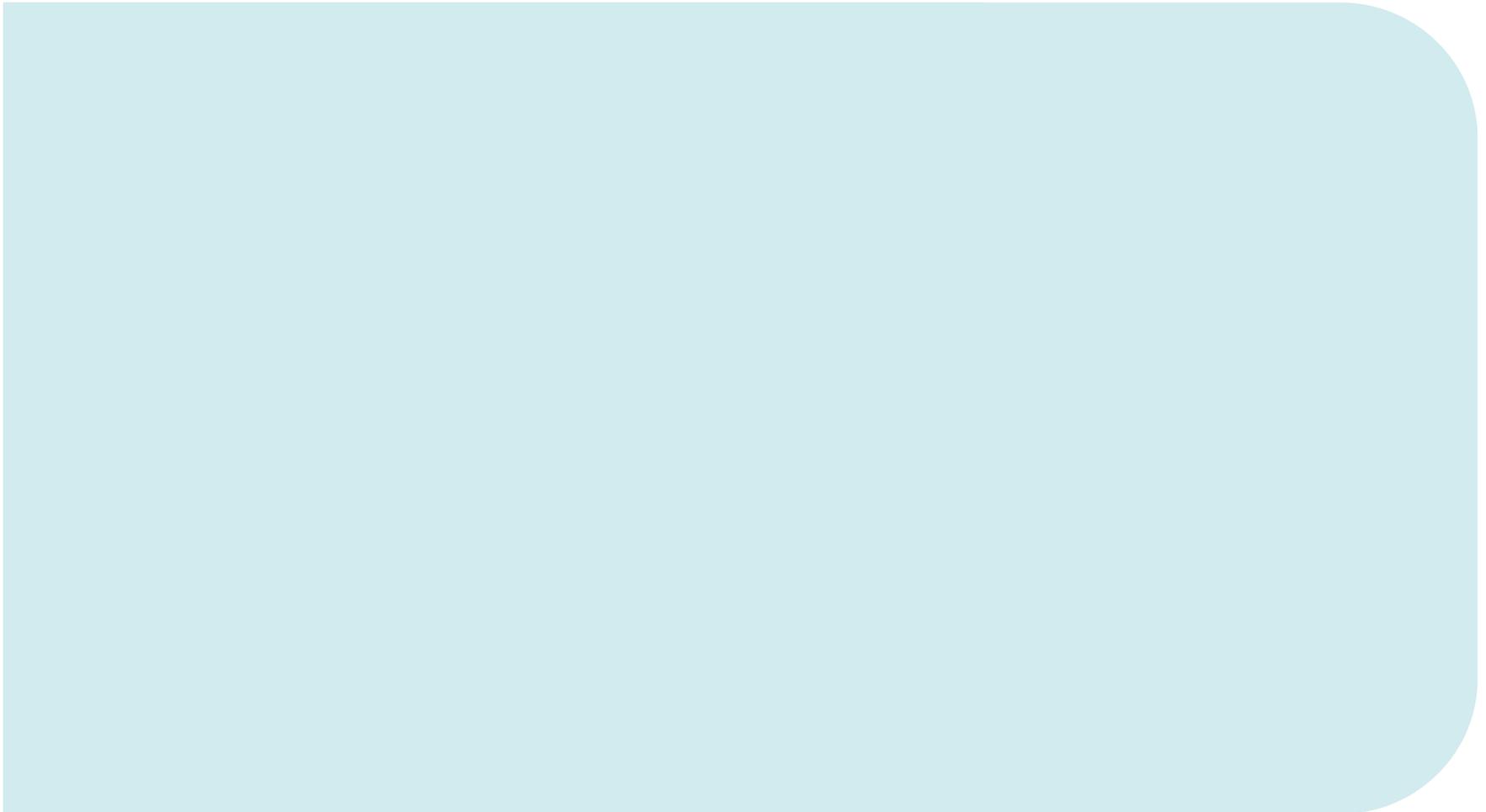
Curriculum Planning in History: How are schools approaching these requirements?



Key Stage 2 Long Term Planner: HISTORY CURRICULUM 2014

Year Group	Year 3		Year 4		Local history study post 1066	Year 5		Year 6	
Unit/Period Matters, skills and processes	Stone Age to Iron Age Britain	Roman Empire's impact on Britain	Saxon & Scots settlement	Viking and Anglo-Saxon conflict		Thematic British study post 1066	Earliest civilisations Overview of ALL + depth Sumeria, Indus Valley, Egypt, China	Ancient Greece	Non-Euro contrast with Britain from: Baghdad Mayans Benin AD900
Chronology including duration/ interval/ overlap									
Characteristic features of the period/ society studied									
Continuity & change									
Cause & Consequence inc short term/ long term									
Similarity/ difference									
Significance inc short term/ long term									
Interpretation of the past inc how and why contrasting views arise									
Historical Enquiry NB source comparison and analysis should be of increasingly higher order over KS									
Connections between local, national and international history									

Key Stage 3



Class	Autumn		Spring	Summer
1 (YR/1)	Changes within living memory		Significant events, people and places in locality	Events beyond living memory (national/global significance)
2 (Y1/2)	Events beyond living memory (national/global significance)		Significant events, people and places in locality OR Changes within living memory	Lives of significant individuals (comparison across periods)
3 (Y3/4)	Changes in Britain from the STONE AGE to the IRON AGE		EARLY CIVILIZATIONS <ul style="list-style-type: none"> • Ancient Sumer • Indus Valley • Ancient Egypt • Shang Dynasty of China 	a study of an aspect of theme in British history that extends pupils' CHRONOLOGICAL KNOWLEDGE BEYOND 1066
4 (Y4/5)	the ROMAN EMPIRE and its impact on Britain	Britain's settlement by ANGLO-SAXONS and Scots	the VIKING and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	a study of an aspect of theme in British history that extends pupils' CHRONOLOGICAL KNOWLEDGE BEYOND 1066
5 (Y5/6)	NON-EUROPEAN SOCIETY <ul style="list-style-type: none"> • early Islamic civilizations (Baghdad c. AD 900) • Mayan civilization c.AD 900 • Benin c. AD 900 – 1300 		ANCIENT GREECE	a study of an aspect of theme in British history that extends pupils' CHRONOLOGICAL KNOWLEDGE BEYOND 1066
LOCAL HISTORY <ul style="list-style-type: none"> • A depth study linked to one of the British areas of study listed above • A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) • A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality 				

Changes to GCSE: History subject content April 2014

GCSE specifications should include history:

- from **three eras**: Medieval (500-1500), Early Modern (1450-1750) and Modern (1700-present day)
- on **three time scales**: short (depth study), medium (period study) and long (thematic study)
- on **three geographical contexts**: a locality (the historic environment), British and European and / or wider world settings

British history must form a minimum of 40% of the assessed content over the full course

Changes to GCSE: History subject content April 2014

GCSE specifications in history should require students to study:

- Element 1: at least **one British depth study** chosen from the historical eras defined above
- Element 2: at least **one European or wider world depth study** chosen from the historical eras defined above. This should focus on the history of a nation or group of peoples or on international relations between several nations. It must not merely study British overseas involvements

British and wider world depth studies may not be taken from the same era of history or from the same overlapping fifty-year period

Changes to GCSE: History subject content April 2014

- Element 3: a **period study into British, European or wider world history from any one of the historical eras** defined above. One depth study may be from the same era as the period study
- Element 4: the historic environment through the **study of a particular site in its historical context**
- Element 5: one **thematic study involving the study of people, events and developments drawn from all three eras** defined above. Where appropriate, it may also draw on earlier times

NOTE: There will be no coursework, controlled assessment or independent investigation

Resources: improving subject knowledge

- Historical Association
 - <http://www.history.org.uk/resources/primary.html>
- Schools History Project Primary Hub
 - <http://www.schoolshistoryproject.org.uk/Teaching/Primary/Index.htm>
- Thinking history
 - <http://www.thinkinghistory.co.uk/index.php>
- British Museum
 - <http://www.teachinghistory100.org/>
- Museum of London
 - <http://www.museumoflondon.org.uk/explore-online/pocket-histories/>
- English Heritage
 - <http://www.english-heritage.org.uk/publications/stonehenge-teachers-kit/>

What might end of key stage expectations look like?

Sources: *History for all* (2011)
National Curriculum (2014)



By the end of the Early Years, pupils should be able to ...



- begin to **understand the passage of time** and how things change over time
- begin to **use the correct language**, such as 'yesterday' and 'past', and look at the differences between 'long ago' and 'now'
- begin to **ask questions** about artefacts and **suggest** what they might be used for
- begin to **make accurate comparisons** between modern and old objects
- begin to **develop chronological understanding** and an interest in history.

By the end of Key Stage 1,
pupils should be able to ...



- develop an **awareness of the past** and be able to **reflect on the significance** of what they learn
- know where all people/events studied **fit into a chronological framework**
- use **common words and phrases** relating to the passing of time
- use a **wide vocabulary** of everyday historical terms
- **recount stories accurately** and suggest why people and events were important
- identify **similarities/differences** between periods.

... and ...

- understand some of **the ways we find out about the past**
- have a good understanding of the **importance of basing their ideas on evidence**
- identify different ways in which **the past is represented**
- choose and use parts of stories and other sources to show **knowledge and understanding of key features of people/events studied**
- **analyse artefacts**, ask questions about them and consider how they might find out the answers
- develop the skills of **hypothesising, questioning and investigating** to study history.

By the end of Key Stage 2,
pupils should be able to ...



- develop a **chronologically secure knowledge and understanding** of British, local and world 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** about change, cause, similarity and difference, and significance
- construct **informed responses** by selecting and organising relevant historical information.

... and ...

- understand how our **knowledge of the past is constructed** from a range of sources
- identify **anachronism**, be aware of **different views** about the people/events studied and be able to give some reasons why **different versions of the past exist**
- **evaluate a range of historical sources** and make perceptive **deductions about the reliability of sources** in answering historical questions
- understand **change and continuity**, and the **significance** of people in a wider historical context
- use **historical terms accurately** and make **pertinent and valid comparisons between periods**.

By the end of Key Stage 3,
pupils should be able to ...



- 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
- **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 themselves.

... and ...

- create relevant, **structured and evidentially supported accounts**
- understand how different types of historical sources are used rigorously to make **historical claims**
- understand **significance** and discern how and why contrasting arguments and interpretations of the past have been constructed
- appreciate clearly how to **undertake a historical investigation**, select relevant evidence, evaluate it and communicate their findings effectively.

The lessons of inspection



The lessons of inspection

- **Historical knowledge** is important
- We must do more to strengthen pupils' **chronological understanding** and their **discursive writing**
- Pupils have better knowledge and make better progress when **history is taught as a discrete subject**, with links made to other subjects as appropriate
- Always consider: ***Why** are we teaching, **what** we are teaching, **how** we are teaching it, **when** we are teaching it?*
- Never plan before you have answered: *What do we want pupils to **know, do and understand** at the end that they didn't know, couldn't do and didn't understand at the beginning?*

Remember: be prepared to
adapt as the years unfold



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