Curriculum Purpose & Rationale

History
Why do students at Ark Kings need to study History?
By learning History, pupils will understand that history is the narrative of the past and that they are the characters in the narrative of shaping the future. They will be inspired to think of consequences of actions on a bigger scale and consider their role now and in the future.

What are the aims for the History curriculum? (i.e. What do we want students to be able to know and do by the time they leave Ark Kings Primary?)
- To be able to sort historical events chronological and articulate how one time period links to another
- To understand how history is documented and their role in creating history
- To determine the validity of different sources and use these appropriately to interpret what happened in the past
- To have an understanding of abstract concepts and give examples of events in the past that demonstrate these (e.g. empire, democracy, nation, authority)

National Curriculum:
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 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.

What values underpin the curriculum content?
Curiosity: pupils ask and answer questions about the past, investigating how events in history have impacted their lives today.
Appreciation: pupils develop an appreciation for the actions of our ancestors.
Compassion: pupils become compassionate historians who talk about historical events sensitively.

How are British Values taught through History?
British values, including those of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are embedded in the History curriculum.
Students explore issues such as democracy in their historical context and relate them to the modern day.
By looking at the achievements of famous British people, pupils develop an awareness of how
they have influenced and shaped the country in which we live. This includes an appreciation of the impact of their work in periods such as the Industrial Revolution as well as the contribution made in both World Wars.

Teaching pupils to respect and value diversity is developed in the study of the civil rights movement and apartheid in upper Key Stage 2. Furthermore, by making links with modern day issues such as terrorism, pupils are made aware of the importance of British values over time.

These values are also encouraged in the day to day teaching and learning through showing respect for different viewpoints and ideas as well as in the ability to work effectively together both individually and in groups.

**What links to careers can be made within the History curriculum?**
Archivist, Archaeologist, Art historian, Conservation officer, Genealogist, Heritage manager, Historic buildings inspector, History teacher, Museum curator, Museum education officer, Professional historian, University history lecturer
Why has the specific content/domain knowledge been selected?
The history topics are the vehicles for the history curriculum. The topics are inter-connected by historical threads, such as the concept of authority, nation, democracy and warfare. By having the topics centred around these threads, pupils are able to make links between their learning from one topic and another, as well as use this knowledge to make connections with present day and their own lives. Pupils learn substantive knowledge, such as key dates, but these very much act as an aid to giving children context in which to build their learning around the threads. For example, in Year 5’s learning around ‘rebellion’, pupils learn about Emmaline Pankhurst’s role as a Suffragette and Oskar Schindler’s role in rescuing Jewish people, but these are to give context to the wider concept of what rebellion is and how this manifests itself in modern British society.

Why is it taught in the order that it is?
Pupils in Key Stage 1 study historical topics that allow them gain a fundamental understanding that the passing of time creates history. In Key Stage 2, pupils learn historical topics in chronological order from ancient civilisations in Year 3 to modern history (World War 2) in Year 6. This ensures pupils are able to make direct links between historical time periods, understanding the reasons for the demise in one period and the rise/start of another.

How are History lessons delivered at Kings?
In ensuring high standards of teaching and learning in History, we implement a curriculum that is progressive throughout the whole school and taught chronologically from the start of Key Stage 2. History is taught as part of a half-termly topic, focusing on substantive knowledge (such as important dates) as well as conceptual knowledge (such as democracy).

What is the impact?
We ensure that children at our school are equipped with historical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world. Children are able to talk about events that have happened in the past, but more importantly, how these have impacted Britain and the world as we know it today. By the end of Key Stage 2, children are able to give articulate definitions of key historical conceptual threads that run through the curriculum, such as democracy, nation, authority and civilisation, as well as support these definitions with historical examples.
### History Curriculum Aims

#### 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.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:
- 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.

#### 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.

Pupils should be taught about:
- 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 of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- 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.