



## HISTORY

*Key stage 1*

### **Knowledge and understanding of events, people and changes in the past**

Pupils should be taught to:

- a. recognise why people did things, why events happened and what happened as a result.
- b. identify differences between ways of life at different times.

### **Historical enquiry**

Pupils should be taught:

- a. how to find out about the past from a range of sources of information [for example, stories, eye-witness accounts, pictures and photographs, artefacts, historic buildings and visits to museums, galleries and sites, the use of ICT-based sources]
- b. to ask and answer questions about the past.

### **During the key stage, pupils should be taught the Knowledge, skills and understanding through the following areas of study:**

- a. changes in their own lives and the way of life of their family or others around them.
- b. the way of life of people in the more distant past who lived in the local area or elsewhere in Britain.
- c. the lives of significant men, women and children drawn from the history of Britain and the wider world [for example, artists, engineers, explorers, inventors, pioneers, rulers, saints, scientists].
- d. past events from the history of Britain and the wider world [for example, events such as the Gunpowder Plot, the Olympic Games, other events that are commemorated].

**During key stage 1** pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past, including those from both Britain and the wider world. They listen and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present.

## *Key stage 2*

### **Knowledge and understanding of events, people and changes in the past**

Pupils should be taught:

- a. about characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past
- b. about the social, cultural, religious and ethnic diversity of the societies studied, in Britain and the wider world
- c. to identify and describe reasons for, and results of, historical events, situations, and changes in the periods studied

### **Historical enquiry**

Pupils should be taught how to find out about the events, people and changes studied from an appropriate range of sources of information, including ICT-based sources [for example, documents, printed sources, CD-ROMS, databases, pictures and photographs, music, artefacts, historic buildings and visits to museums, galleries and sites].

During the key stage, pupils should be taught the Knowledge, skills and understanding through a local history study, three British history studies, a European and a world study.

### **Local history study**

A study investigating how an aspect in the local area has changed over a long period of time, or how the locality was affected by a significant national or local event or development or by the work of a significant individual.

**During key stage 2** pupils learn about significant people, events and places from both the recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and

developments. They also learn that the past can be represented and interpreted in different ways.

### **Key stage 3**

#### **Knowledge and understanding of events, people and changes in the past**

Pupils should be taught about the social, cultural, religious and ethnic diversity of the societies studied, both in Britain and the wider world

#### **Historical enquiry**

Pupils should be taught to identify, select and use a range of appropriate sources of information including oral accounts, documents, printed sources, the media, artefacts, pictures, photographs, music, museums, buildings and sites, and ICT-based sources as a basis for independent historical enquiries.

#### **In their study of local, British, European and world history, pupils should be taught about:**

- a. significant events, people and changes from the recent and more distant past
- b. history from a variety of perspectives including political, religious, social, cultural, aesthetic, economic, technological and scientific.

**During key stage 3** pupils learn about significant individuals and events in the history of Britain from the Middle Ages to the twentieth century. They show their understanding by making connections between events and changes in the different periods and areas studied, and by comparing the structure of societies and economic, cultural and political developments. They evaluate and use sources of information, using their historical knowledge to analyse the past and explain how it can be represented and interpreted in different ways.

## **Humanities entitlement at key stage 4**

The humanities entitlement area:

- involves students in exploring the spatial, political, social, economic, environmental and temporal dimensions of human existence and in addressing issues of concern to humanity in the past, present and future.
- is met by the existing national curriculum subjects of history and geography.