



## History

### Rationale and National Curriculum Coverage

The PKC history curriculum has been designed to be both knowledge-rich and coherently sequenced. Knowledge, in the realm of history, means not only *substantive knowledge* of historical events, dates and people in the past, but also knowledge of *substantive concepts* in history (such as ‘empire’, ‘monarchy’ and ‘civil war’), and *disciplinary historical concepts* (such as evidence, causation, significance and interpretation).

The PKC history curriculum allows children to develop a chronologically secure knowledge and understanding of local, British and world history. The *substantive knowledge* taught in the curriculum has been carefully chosen and sequenced using a largely chronological approach. Each unit of work should not be viewed as a stand-alone topic, but as a chapter in the story of the history of Britain and the wider world. In this sense, the chronological approach provides a solid framework, anchoring each unit within a wider narrative. Understanding in history requires an understanding of causation. Children will be able to understand the causes of significant national and global events, (such as World War I), when they have some background knowledge of what happened before (such as the origins and growth of European empires, including the British Empire).

Knowledge of *substantive concepts* and *disciplinary concepts* have been interleaved across the curriculum, allowing children to encounter and apply these in different contexts. From year to year, unit to unit, lesson to lesson, the curriculum supports children in making connections and building upon prior *substantive* and *disciplinary* knowledge. For example, the children develop a secure understanding of ‘monarchy’ in Britain. They begin to learn about British monarchs in Year 1, and build upon their knowledge of monarchy in British society throughout the curriculum, looking at the reigns of significant monarchs such as Henry II, Henry VIII and Queen Elizabeth I, with a focus on understanding the transition from the autocratic and unlimited power of early monarchs to the limited constitutional role of contemporary British monarchs. Each British history unit allows children to add to their understanding of ‘monarchy’ in Britain, the impact it had on the lives of the British people, and analyse the significance and legacy of each monarch.

The PKC history curriculum is balanced to enable children to look in some depth at local, national and world history, encouraging children to explore the connection between significant events and people and how they have influenced the modern world. The content in the curriculum ensures children have a secure overview of a period, before studying aspects in more depth. While many of the units are 6 weeks long, some units are longer, ensuring children secure the complexities of the content and have more time to study the period in more detail.

Each year, the children will study at least one unit of British history, looking at significant ‘turning points’ that help children understand modern Britain (for example, the sealing of the Magna Carta in 1215, the ‘break with Rome’ during the reign of Henry VIII, the ‘Glorious Revolution’ of 1688 and the building of the British Empire). While time is spent developing a solid understanding of the political context of each period (usually first), children will then embark on studying a wide range of contexts in more depth, including the cultural, social and religious context of the time.

For example, when the children learn about the Victorians in Year 5, they look at Queen Victoria as a monarch, the British Empire during her reign and legal reforms, before using sources to understand how the political context affected the lives of ordinary Victorian people in Britain. During this unit, as with many of the British history units, teachers are encouraged to apply the local context, making each unit unique and allowing children to place local stories within the grand narrative of British history.

The curriculum aims to help children understand how the past is constructed and contested. Children begin by learning about what a historian does, looking at basic sources and simplified perspectives to develop an appreciation and understanding of what it means to be a historian. As their *substantive knowledge* grows, children will be able to ask perceptive questions, analyse more complex sources and begin to use their knowledge to develop perspective. *Disciplinary concepts*, such as continuity and change, cause and consequence and similarity, difference and significance, are explored in every unit, and children are supported to think outside of their current unit of work and apply these concepts across the curriculum.

In addition to learning about British and local history, the children will also learn about the history of the wider world. Some of these units, such as the units on The Early British Empire and the Transatlantic Slave Trade, will look at the influence that Britain had on the wider world, and how the wider world has influenced Britain. All of these units are studied to provide an understanding of the history of the wider world and our place within it. They cover fascinating ancient civilisations, the expansion and dissolutions of empires, and the achievements and atrocities committed by humankind across the ages.

The curriculum aims to ignite children's love for history, preparing them with essential knowledge for Key Stage 3 and beyond. All history is worth studying, but as we do not have the time to cover everything, the units have been carefully chosen to cover as wide ranging content as possible without compromising depth. From ancient civilisations and prehistoric Britain to the Cold War and the Civil Rights Movement; looking at law and power across the ages to the impacts of industrialisation and technological advances; understanding invasion and migration, exploitation and political movements for freedom and equality. The curriculum aims to introduce the children to a wide variety of men, women and children from the past; from the widely venerated, to the lives of the less well-known who offer us a rich insight into life at the time- from Aristotle to Martin Luther King, from Emmeline Pankhurst to Alan Turning.

The Primary Knowledge Curriculum aspires to create curious and knowledgeable young people, who hold a deep understanding and appreciation of the discipline of history, and are able to sift and weigh evidence to begin to formulate their own viewpoints and perspectives of the world.

## National Curriculum Coverage

### National Curriculum Coverage

| PKC Coverage   | General Aims of the History National Curriculum for KS1 and KS2  |
|--|--|
| <b>British History:</b> an aspect of British history is studied in every year group  | <ul style="list-style-type: none"> <li>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</li> </ul>  |
| <b>History of the Wider World:</b> history of the wider world is studied from Year 2 onwards, covering all aims of the NC including ancient civilisations, empires, non-European societies (e.g. Baghdad c.900 BCE)                            | <ul style="list-style-type: none"> <li>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</li> </ul>  |
| <b>Substantive Concepts:</b> substantive concepts are covered in every unit, developed across the curriculum and listed in the unit rationales.  | <ul style="list-style-type: none"> <li>gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</li> </ul>   |
| <b>Historical Enquiry:</b> an understanding of the method of historical enquiry begins to develop from 'Discovering History' in Year 1 and is developed each year.   | <ul style="list-style-type: none"> <li>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</li> </ul>   |
| <b>Disciplinary Concepts:</b> historical concepts are explored in every unit, and developed across the curriculum. Concepts covered in each unit are listed in the unit rationales   | <ul style="list-style-type: none"> <li>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</li> </ul> |
| <b>Historical Perspective and Contexts:</b> a wide range of contexts are studied and children are supported to make connections between the local, national and global, as well as between political, cultural, social and religious contexts. | <ul style="list-style-type: none"> <li>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</li> </ul>          |

#### General Aims of the National Curriculum for KS1 covered by the PKC History Curriculum

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.

| National Curriculum for KS1   | PKC History Curriculum |                  |                                |                   |            |                 |
|---|------------------------|------------------|--------------------------------|-------------------|------------|-----------------|
|   | Year 1                 |                  |                                | Year 2            |            |                 |
| Pupils should be taught about:  | Discovering History    | Kings and Queens | Parliament and Prime Ministers | Romans in Britain | The Tudors | Powerful Voices |
| <ul style="list-style-type: none"> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> </ul>  | ✓                      | ✓                | ✓                              |                   |            | ✓               |
| <ul style="list-style-type: none"> <li>events beyond living memory that are significant nationally or globally</li> </ul>   | ✓                      | ✓                | ✓                              | ✓                 | ✓          | ✓               |
| <ul style="list-style-type: none"> <li>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</li> </ul> | ✓                      | ✓                | ✓                              | ✓                 | ✓          | ✓               |
| <ul style="list-style-type: none"> <li>significant historical events, people and places in their own locality.</li> </ul>   | ✓                      |                  | ✓                              | ✓                 | ✓          |                 |

#### General Aims of the National Curriculum for KS2 covered by the PKC History Curriculum

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.

| National Curriculum for KS2  | PKC History Curriculum  |
|--|---|
| Pupils should be taught about:   |   |
| changes in Britain from the Stone Age to the Iron Age  | LKS2: Stone Age to the Iron Age (Year 3)  |
| the Roman Empire and its impact on Britain   | LKS2: Life in Ancient Rome, The Rise and Fall of Rome (Year 4)<br>(KS1: Romans in Britain (Year 2)) |
| Britain's settlement by Anglo-Saxons and Scots   | LKS2: The Anglo Saxons, Scots and the Vikings (Year 3)  |
| the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor | LKS2: The Anglo Saxons, Scots and the Vikings (Year 3)  |

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| a local history study   | <p>Teachers can include a local study in the following units:</p> <p>LSK2: The Stone Age to the Iron Age<br/> LKS2: The Anglo Saxons, the Scots and the Vikings<br/> UKS2: The Industrial Revolution<br/> UKS2: The Victorians<br/> UKS2: World War I<br/> UKS2: World War II</p>  |
| a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066   | <p>LKS2: Law and Power<br/> LKS2: The War of the Roses<br/> LKS2: The Stuarts<br/> UKS2: The Early British Empire<br/> UKS2: The Transatlantic Slave Trade<br/> UKS2: The Industrial Revolution<br/> UKS2: The Victorians<br/> UKS2: World War I<br/> UKS2: The Suffragettes<br/> UKS2: World War II<br/> UKS2: The History of Human Rights and Equality</p> |
| 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 | LKS2: Ancient Egypt (Year 3)   |
| Ancient Greece – a study of Greek life and achievements and their influence on the western world  | LKS2: Ancient Greece (Year 4)  |
| 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.            | UKS2: Baghdad c.900 CE   |