

Programme of study: History (Key stage 3)

Curriculum aims

Learning and undertaking activities in history contribute to achievement of the curriculum aims for all young people to become:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society.

The importance of history

History helps pupils to ask and answer questions of the present by engaging with the past. It fires their curiosity and imagination, moving and inspiring them by the dilemmas, choices and beliefs of people in the past. It helps them develop their own identity through an understanding of history at personal, local, national and international levels.

Pupils find out about the history of their community, Britain, Europe and the world. They develop a chronological overview that enables them to make connections within and across different periods and societies, investigate Britain's relationships with the wider world, and relate past events to the present day.

As they develop their understanding of the nature of historical study, pupils ask and answer important questions, evaluate evidence, identify and analyse different interpretations of the past, and learn to substantiate any arguments and judgements they make. They appreciate why they are learning what they are learning and can debate its significance.

History prepares pupils for the future, equipping them with knowledge and skills that are prized in adult life, enhancing employability and developing an ability to

take part in a democratic society. It encourages mutual understanding of the historic origins of our ethnic and cultural diversity, and helps pupils become confident and questioning individuals.

Key concepts

There are a number of key concepts that underpin the study of history. Pupils need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding.

Chronological understanding

- Recognising and using appropriately dates, vocabulary and conventions that describe historical periods and the passing of time.
- Developing a sense of period through describing and analysing the relationships between the characteristic features of periods and societies.
- Building a chronological framework of periods studied in which new knowledge can be contextualised.

Cultural, ethnic and religious diversity

- Understanding the diverse experiences and the range of ideas, beliefs and attitudes of men, women and children in past societies and how these have shaped the world.

Change and continuity

- Identifying and explaining change and continuity within and across periods of history.

Causation

- Analysing and explaining the reasons for and results of historical events, situations and changes.

Chronological understanding

Chronological understanding is essential in constructing historical narratives and explanations. It involves using precise dates to establish sequences of events in an enquiry, using chronological terms and vocabulary (such as century, decade, BC, AD), and knowing the names and key features of periods studied. As pupils progress through the key stage their understanding of periods should develop into a chronological framework. They should be able to describe the characteristic features of past societies and periods and identify changes within and across periods, making links between them.

Cultural, ethnic and religious diversity

Pupils should learn about cultural, ethnic and religious diversity and racial equality. Diversity exists between groups due to cultural, ethnic, regional, linguistic, social, economic, technological, political and religious differences and exists within groups between individuals.

Cultural understanding should be developed through the key concepts, for example ‘interpretation’ and ‘significance’, through the key questions asked, for example ‘Were all peasants the same?’, and through the range of groups and individuals investigated, for example minorities and majorities, European and non-European, regional differences. Pupils should learn that people and societies involved in the same historical event may have different experiences and views and develop a variety of stories, versions, opinions and interpretations of that event. Material selected for an investigation should represent a range of these perspectives and viewpoints.

Change and continuity

When identifying change and continuity (absence of change) pupils should identify themes and issues across time. This helps to describe and explain what was happening in the past. Understanding of change and continuity is closely linked to developing a sense of period and understanding overarching themes and issues. As pupils progress, they will begin to analyse other aspects of change and continuity, such as the extent and pace of change, whether the change amounted to progress, and if so for whom. They will make more sophisticated comparisons across time.

Causation

Pupils should be taught to construct their own analyses and explanations. As pupils progress, their explanations will become more complex, identifying and assessing the relative importance of different factors and making explanatory links between causes and effects. They should be taught how the precise use of historical vocabulary and concepts produces explanations that are more convincing, and to consider the relationship between causal arguments, evidence and interpretations.

Significance

- Assessing the significance of events, people and developments in their historical context and in the present day.

Interpretation

- Analysing how and why the past has been interpreted and represented in different ways through historians' debates and through a range of media.
- Evaluating a range of interpretations of the past to assess their validity.

Significance

Pupils should consider why judgements about the significance of historical events, issues and people have changed over time. Pupils should be taught to identify the criteria and values used to attribute significance and to assess how these have been used in past and present descriptions and explanations. As pupils progress, they will appreciate that statements about significance are interpretations that may be based on contestable judgements about events, issues and people and are often related to the value systems of the period in which the interpretation was produced.

Interpretation

People represent and interpret the past in many different ways, including in pictures, plays, films, reconstructions, museum displays, and fictional and non-fiction accounts. Interpretations reflect the circumstances in which they are made, the available evidence, and the intentions of those who make them (for example writers, archaeologists, historians, film-makers). As pupils progress they should be able to demonstrate an increasing ability to analyse and explain different types of historical interpretations. They will appreciate that statements about significance are interpretations that may be based on contestable judgements about events, issues and people and are often related to the value systems of the period in which the interpretation was produced.

Key processes

These are the essential skills and processes in history that pupils need to learn to make progress.

Historical enquiry

Pupils should be able to:

- identify and investigate, individually and as part of a team, specific historical questions or issues, [making and testing hypotheses](#)
- question and critically reflect on historical questions or issues.

Using evidence

Pupils should be able to:

- identify, select and use a range of historical sources, including textual, visual and oral sources, artefacts and the historic environment
- evaluate the sources used in order to reach reasoned conclusions.

Communicating about the past

Pupils should be able to:

- [communicate their knowledge and understanding of history in a variety of ways](#), using chronological conventions and historical vocabulary
- present arguments about the past that are coherent, structured and substantiated, using chronological conventions and historical vocabulary.

Historical enquiry

Pupils should study history through a series of structured enquiries into different kinds of historical questions and issues. As they progress, pupils will devise and refine their own questions to structure an investigation, developing their own hypotheses and selecting and deploying evidence to reach and justify their own conclusions.

Making and testing hypotheses

Pupils can use their acquired knowledge and understanding to suggest hypotheses for investigating the topic in greater depth. Alternatively at the start of a topic, pupils can suggest hypotheses arising from their own assumptions and values, which they then test against the evidence.

Using evidence

Pupils should understand that our knowledge of the past is based on evidence derived from sources and depends on the questions asked and the sources available. Pupils should be taught to identify evidence by extracting information and making inferences and deductions. They should be taught how to evaluate evidence by studying the provenance, purposes and language of sources. As they progress, they should have opportunities to work with more challenging sources, to select and identify sources for an enquiry and to assess the value and reliability of the sources used for their enquiry.

Communicating about the past

Pupils will be able to develop their writing and speaking and listening skills. As pupils progress they should demonstrate an increasing ability to recall, select, classify and organise historical information, to use historical terminology and language appropriately and accurately, and to provide well-structured narratives, explanations and descriptions of the past.

Communicate their knowledge and understanding of history in a variety of ways

This includes spoken language, structured narratives and substantiated explanations. Pupils should use existing and emerging technologies where appropriate.

Range and content

This section outlines the breadth of the subject on which teachers should draw when teaching the key concepts and processes.

The study of history should be taught through a combination of studies in overview and depth. In order to give pupils a secure chronological framework, the choice of content should ensure that all pupils can identify and understand the major events, changes and developments in British, European and world history covering at least the medieval, early modern, industrial and twentieth century periods. Within these broad parameters, all pupils should be taught:

Aspects of British history including:

- the development of political power from the middle ages to the 20th century, including changes in the relationship between rulers and ruled over time; the changing relationship between the Crown and Parliament and the development of democracy
- the changing relationships through time of the peoples of England, Ireland, Scotland and Wales
- the impact through time of the movement and settlement of diverse peoples to, from and within the British Isles
- the way in which the lives, beliefs, ideas and attitudes of people in Britain have changed over time and the factors – such as technology, economic development, war, religion, culture – which have driven these changes
- the development of trade, colonisation, industrialisation, technology and the British Empire, its impact on different people in Britain and overseas, and the nature and effects of the slave trade.

The development of political power from the middle ages to the 20th century, including changes in the relationship between rulers and ruled over time; the changing relationship between the Crown and Parliament and the development of democracy

This includes studying power relationships and systems of government in Britain and how and why they have changed over time. Examples should include the changing relationship between the Crown and Parliament, the nature and motives of protest over time, the historical origins and development of the British Constitution and the development of democracy. This links with the study in citizenship of key features of democracy and government in Britain today.

The changing relationships through time of the peoples of England, Ireland, Scotland and Wales

This includes studying the histories of the different parts of the British Isles and their impact on each other and developing an understanding of the historical origins of the United Kingdom. Examples could include both the separate histories and identities of Wales, Scotland, Ireland and England and their interrelationship, for example through English colonisation and/or their economic and political interdependence. This links with the study in citizenship of recent constitutional changes in the United Kingdom, including the devolution of power.

The impact through time of the movement and settlement of diverse peoples to, from and within the British Isles

This includes studying the wide cultural, social and ethnic diversity of Britain from the middle ages to the 20th century and how this has helped shape Britain's identity; and developing an understanding of the part played by internal and external migration in Britain's development including the experience of key individuals. Examples should help pupils reach an informed understanding of and respect for their own and each other's identities. This links with the study in citizenship of reasons for the recent migration to, from and within the United Kingdom.

The way in which the lives, beliefs, ideas and attitudes of people in Britain have changed over time and the factors – such as technology, economic development, war, religion, culture – which have driven these changes

This includes studying the lives, beliefs, ideas and attitudes of ordinary people at various points in the past, how these have changed over time and the factors that have brought about change and continuity in the local area and the wider world. These changes should be related to periods and events within a clear chronological framework.

Aspects of European and world history including:

- the impact of significant political, social, cultural, religious, technological and/or economic developments and events on past European and world societies
- the changing nature of conflict between countries and peoples, its lasting impact on national, ethnic, racial, cultural or religious groups, including the nature and impact of the two world wars and the Holocaust, and the role of international institutions in resolving conflicts.

The development of trade, colonisation, industrialisation, technology and the British Empire, its impact on different people in Britain and overseas and the nature and effects of the slave trade

This includes studying how the development of trade, colonisation, industrialisation and technology affected the United Kingdom. There should be a particular focus on the British Empire and its effect both on Britain and on the regions it colonised, as well as its legacy in the contemporary world for example in Africa, the Middle East and India. The study of the slave trade should include the abolition of slavery and work of reformers such as Olaudah Equiano and William Wilberforce. Links could be made to emancipation, segregation and the twentieth century civil rights movement in the USA.

The impact of significant political, social, cultural, religious, technological and/or economic developments and events on past European and world societies

This includes studying the impact of significant developments and events on past European and world societies. For example, the impact of the French Revolution and Napoleonic era on Europe in the late eighteenth and early nineteenth centuries and the rise of modern China from 1925 and its impact on world history. Where appropriate, these could be linked to aspects of British history, for example, a study of the political and cultural achievements of the Islamic states from 600 – 1600 could provide a contrasting overview of the medieval period.

The changing nature of conflict between countries and peoples and its lasting impact on national, ethnic, racial, cultural or religious groups, including the nature and impact of the two world wars and the Holocaust and the role of international institutions in resolving conflicts

This includes studying the causes and consequences of various conflicts including the two world wars and the Holocaust and developing an understanding of the changing nature of conflict over time and attempts to resolve conflict including through international institutions such as the UN and the EU. The selection of conflicts should take into account their significance in terms of scale, characteristic and unique features and immediate and longer-term impact including on civilians. This links with the study in citizenship of the UK's interconnections with the world as a global community.

Curriculum opportunities

During the key stage pupils should be offered the following opportunities that are integral to their learning and enhance their engagement with the concepts, processes and content of the subject.

The curriculum should provide opportunities for pupils to:

- explore the ways in which the past has helped shape identities, shared cultures, values and attitudes today
- examine history from a variety of perspectives, including political, religious, social, cultural, aesthetic, economic, technological and scientific
- investigate aspects of personal, family or local history and how they relate to a broader historical context
- appreciate the role of museums, galleries, archives and historic sites in preserving, presenting and influencing people's attitudes towards the past
- use ICT to research information about the past, to process historical data, and to select, categorise, organise and present their findings
- make links between history and other subjects and areas of the curriculum including citizenship.

Explore the ways in which the past has helped shape identities, shared cultures, values and attitudes today

This includes pupils understanding that there is a relationship between the past and the present and that their own ideas, values and beliefs stem from a process of continuous change and interaction. Pupils should appreciate what people within a culture have in common as well as their diversity and appreciate that cultures are always changing. They should investigate how a culture changes as a result of contact with other cultures and how a culture adapts or changes what it adopts from another culture.

Pupils should relate the past to today and investigate its impact and assess its significance, for example 'Does it matter today who won the Crusades?'

As a result of studying the ways in which the past has helped to shape identities, shared cultures, values and attitudes today pupils are prepared for life in a diverse and multi-ethnic society and in an increasingly interdependent world. Pupils can identify similarities and differences between cultures and the process of enrichment and change that occurs as a result of contact between cultures. Pupils understand that their own cultural, ethnic and religious backgrounds are recognised and valued by the wider community. This helps all pupils to be interested in learning history and to relate their learning to their own lives, understanding its significance and relevance for them as individuals.

Examine history from a variety of perspectives, including political, religious, social, cultural, aesthetic, economic, technological and scientific

This includes exploring past societies through their arts, sciences, technologies, beliefs and ideas and to see how these have affected and been affected by historical change. This could form part of various focused studies or form a distinct unit of its own.

Investigate aspects of personal, family or local history and how they relate to a broader historical context

As well as providing pupils with opportunities to engage with local sources and visit local historical sites, investigating personal, family or local history will help them appreciate the relevance of the past to their own lives. This could be taught through a focused enquiry into an aspect of the history of the local area or local community, or links to the local area could be built into broader enquiries into British or international history.

Appreciate the role of museums, galleries, archives and historic sites in preserving, presenting and influencing people's attitudes towards the past

This includes learning how to use museums, galleries, archives and historic sites to generate and answer questions about the past. Selecting examples, teachers should consider relevance to the programme of study and the potential to engage pupils' interest so they continue visiting and using them in their lives beyond school.

Use ICT to research information about the past, to process historical data, and to select, categorise, organise and present their findings

Pupils should be taught to apply evidential skills when using ICT, for example when evaluating websites, considering the provenance of materials and assessing their value for their work. They should be taught how to use ICT to process historical data and to select, categorise, organise and present information. Pupils should have opportunities to redraft and restructure their work as their thinking develops and be encouraged to reflect on how this process can help improve their descriptions and explanations.