



# Scheme of Work for History

History contributes to the school curriculum by stimulating pupils' curiosity about the way of life of people living in the past in Britain and the wider world. By engaging with the past, pupils develop their understanding of the characteristic features and diversity of British society and of a range of societies, political structures, cultures and beliefs that influenced the actions of people in the past. Pupils develop their individual and collective sense of identity and learn to appreciate the diversity of human experience, by understanding and valuing their own and others' inheritance. They are able to clarify their own life choices, attitudes and values in context, through considering the ways in which the past influences the present. Pupils develop their ability to use the distinctive, disciplined, problem solving methods of historians through a wide range of critical enquiry, thinking and communication skills.

## INTRODUCTION

We seek to fire pupils' curiosity about the past in Britain and the wider world. The children will consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions.

As they do this, pupils will begin to develop and build on a chronological framework for their knowledge of significant events and people. They will be taught the diversity of human experience and, therefore, understand more about themselves as individuals and members of society.

As they progress, pupils will be taught to find evidence, research, sift, reach their own conclusions and argue their point of view.

## EARLY YEARS FOUNDATION STAGE (EYFS): NURSERY AND RECEPTION

In this area of learning, children are developing the crucial knowledge, skills and understanding that help them to make sense of the world. This forms the foundation for later work in History.

We give all children the best opportunities for developing effectively their understanding of the world. Practitioners therefore give particular attention to:

- Our activities are based on first-hand experiences that encourage exploration, observation, problem solving, prediction, critical thinking, decision making and discussion
- We provide an environment with a wide range of activities, indoors and outdoors, that stimulate children's interest and curiosity
- Opportunities that help children to become aware of, explore and question issues of differences in gender, ethnicity, language, religion and culture and of special educational needs and disability issues
- Adult support in helping children communicate and record orally and in other ways
- Supplementary experiences and information for children with sensory impairment

In our foundation unit:

Effective learning involves:

- Practical activities
- Interaction with each other and with adults
- Gathering information

Sense of time.

**Remember and talk about significant things that have happened to them.**

**Show interest in the lives of people familiar to them.**

**Begin to differentiate between past and present.**

**By the end of the foundation stage most children will be able to:**

**Find out about past and present events in their own lives, and in those of their families and other people they know.**

In this area of learning, effective teaching requires:

- Teaching powerful lessons by modelling different behaviours
- Direct teaching of skills and knowledge
- We encourage the use of carefully framed questions
- Interacting with, and support, children by encouraging them and helping them to learn from their mistakes
- Planning for equal access to the curriculum
- Making effective use of outdoors and the local neighbourhood
- Giving careful consideration to the provision and access of resources
- Using parents knowledge to extend children's experiences of the world

Throughout KS1, pupils will build on knowledge skills, concepts and attitudes from the foundation stage and, in addition:

<p>Pupils will be taught:</p> <ul style="list-style-type: none"> <li>• an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>• where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</li> <li>• to use a wide vocabulary of everyday historical terms.</li> <li>• to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</li> <li>• to understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> </ul>	<p><i>KEY LANGUAGE</i></p> <p>Past                    same</p> <p>Present                different</p> <p>Because</p> <p>Result</p> <p>Reason</p> <p>Effect</p> <p>Began</p> <p>Then</p> <p>Finally</p> <p>At last</p> <p>Recent</p> <p>Oldest</p> <p>Modern</p> <p>Distant</p>
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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. Pupils are encouraged to listen and respond to stories and to use sources of information to help them ask and answer questions, thus learning how the past is different from the present.

Pupils are taught the knowledge, skills and understanding through thematic topics. Historical elements are clearly identified within these topics,

- End of topic expectations (understanding)
- Outcomes - historical skills that pupils will acquire
- Objectives – historical knowledge that pupils will learn

## YEAR 1

<b>Skills</b>	<b>Knowledge</b>
<p>Children can:</p> <ul style="list-style-type: none"><li>- <i>place events and objects in chronological order</i></li><li>- <i>use everyday terms to talk about the past</i></li><li>- <i>to ask and answer simple questions about their own past</i></li><li>- place few events in order to retell an event</li><li>- use everyday words and phrases linked to the passage of time</li><li>- recount episodes from stories from the past</li><li>- find out about the past from a range of sources, e.g. stories, pictures and artefacts</li><li>- ask and answer simple questions about the past</li><li>- use a range of sources to find out about aspects of life in the past, e.g. through artefacts, pictures, photographs and visits to historical sites</li><li>- ask and answer simple questions about the past</li><li>- talk about aspects of home life long ago</li><li>- find answers to simple questions about the past from sources of information</li><li>- use visual clues and observations to infer the use of a household object</li><li>- select from their knowledge of the past and communicate their understanding in a variety of ways, e.g. through drawings, labels, talk, role play and simple writing</li><li>- describe the characteristics of a selection of modern and old transport using appropriate vocabulary</li><li>- use a range of sources of information to find out about aspects of the past, e.g. pictures, photographs, artefacts, ICT based resources</li><li>- communicate their findings in a variety of ways, through speech, writing, drawings, photographs etc</li></ul>	<p>Children know:</p> <ul style="list-style-type: none"><li>- to find out about how they have changed over a period of time</li><li>- to recognise the distinction between present and past in their own and other peoples lives</li><li>- to ask questions to older family members in order to find out about the past in their own lives</li><li>- to sequence events related to the life of a person</li><li>- to use everyday language when describing or sequencing events from the past</li><li>- about the life of a famous person from the past and why he acted as he did</li><li>- about the main events in the life of a famous person</li><li>- why Guy Fawkes is remembered today</li><li>- to ask and answer questions about the past</li><li>- to infer information from pictures of the past or from information from a written or visual account of a person's life</li><li>- how to use pictures to help them ask and answer questions about Guy Fawkes</li><li>- about the similarities and differences between what people wear today and what people wore a long time ago</li><li>- that people live in different sorts of homes</li><li>- to talk about homes using appropriate vocabulary</li><li>- to recognise common external features of domestic dwellings</li><li>- to record their observations appropriately</li><li>- to identify the key features of a home built a long time ago</li><li>- to identify differences between two homes built at different times</li><li>- to recognise different rooms and household objects from a long time ago</li><li>- to describe the characteristics of household objects from a long time ago</li><li>- how to answer questions about household objects used a long time ago</li><li>- to make inferences about aspects of home life a long time ago</li><li>- to apply their knowledge and understanding of home life a long time ago</li><li>- to communicate, through role play what they have learnt about home life</li><li>- how to find out about aspects of the past</li><li>- to speak about everyday objects in the past</li><li>- how to decide whether a vehicle is past or present</li><li>- to describe the characteristics of past and present vehicles</li><li>- to identify similarities and differences between old transport and new</li><li>- to speak about how they have found out about old and new transport</li><li>- that vehicles can be placed into chronological order</li></ul>

## YEAR 2

<b>Skills</b>	<b>Knowledge</b>
<p>Children can:</p> <ul style="list-style-type: none"><li>- use their knowledge and understanding to place objects in chronological order on a simple timeline</li><li>- use terms concerned with the passage of time</li><li>- recount the life of a famous person</li><li>- extract information from a range of sources</li><li>- observe and handle sources of information to answer questions about the past on the basis of simple observations</li><li>- ask and answer questions about the past using appropriate vocabulary</li><li>- select from their knowledge of the past to answer simple questions</li><li>- <i>use pictures, photographs and non-fiction books of the local area to find out about the past</i></li><li>- use a range of sources to find out about an event from the past, e.g. eye-witness accounts, pictures, paintings, ICT based sources</li><li>- infer information from sources, to make deductions from photographs, to retrieve information from texts</li><li>- Orally retell the main events from a historical event and reasons for this event occurring</li><li>- communicate their knowledge and understanding of a historical event in a variety of ways, e.g. through role play, drama work, art work and writing</li><li>- communicate what they have learned in a variety of ways</li></ul>	<p>Children know:</p> <ul style="list-style-type: none"><li>about people from the present and past who are famous</li><li>how people became famous</li><li>to use pictures to find information about life in the past</li><li>about the similarities and differences between what people wear today and what people wore a long time ago</li><li>about the life of a famous person from the past and why she acted as she did</li><li>to use pictures to help them ask and answer questions about Florence Nightingale/Mary Seacole</li><li>about the main events in the life of a famous person</li><li>about conditions in the Crimea</li><li>that journeys in the past used to take longer and were dangerous</li><li>how to select information from pictures about conditions in the hospital in Scutari</li><li>about some of the improvements made by Florence Nightingale/Mary Seacole</li><li>about some of the reasons for their actions</li><li>to sequence events related to the life of a person</li><li>why famous people are remembered today</li><li>about timelines and how they show the sequence of events and periods of time</li><li>to retell the story of the great fire of London</li><li>why it happened and why the great fire of London is remembered today</li><li>about everyday life at the time of the great fire of London</li><li>how to use a range of sources to find out about events in the past</li><li>how to decide whether an object is old or new</li><li>to describe the characteristics of old and new objects</li><li>to identify similarities and differences between objects from the past and objects from today</li><li>that oral sources and museum displays can be used to find out about the past</li></ul>

**By the end of key stage 1, most children will be able to:**

Show their developing sense of chronology by using terms concerned with the passing of time, by placing events and objects in order, and by recognising that their own lives are different from the lives of people in the past. They show knowledge and understanding of aspects of the past beyond living memory, and of some of the main events and people they have studied. They are beginning to recognise that there are reasons why people in the past acted as they did. They are beginning to identify some of the different ways in which the past is represented. They observe or handle sources of information to answer questions about the past on the basis of simple observations.

**KS2 – YEARS 3, 4 5 AND 6**

<ul style="list-style-type: none"> <li>- 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.</li> <li>- They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>- They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>- They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>- They should understand how our knowledge of the past is constructed from a range of sources.</li> </ul>	<p><i>KEY LANGUAGE</i></p> <p><b>Year3/4</b></p> <p>Monarch      Past          State        Present          Power        Modern          War           Old-fashioned          Evacuation   Revolution          Damage          Ancient          Modern          BC          AD          Time line          Change          Continuity          Account      Ancestor          Occupation   Prehistoric          Settlements   Refugee          Invasion      Immigration</p> <p><b>Y5/6</b></p> <p>Century          Political influence   Source          Civilisation        Primary source          Ancient            Secondary          source              Chronological          Invade              Aztecs          Settle                Order          Cause                Reign          Effect                Monarch          Results              Fatalities          Exploration        Reliable          Citizen                Exploration          Conquer              Incas          Settle                Ancient Rome          Population        Ancient Greece          Overview            Disaster          Interpret</p>
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Pupils will build on knowledge, skills and understanding from KS1, and in addition, 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, Britain and other countries such as Italy, France and Egypt. They begin to look at history in a variety of ways and are taught using different sources of information to begin to investigate the past. They begin to use dates and historical vocabulary to describe events, people and developments. They are introduced to different ways of representing and interpreting the past.

Pupils are taught the knowledge, skills and understanding through thematic topics. Historical elements are clearly identified within these topics:

- end of topic expectations (understanding)
- outcomes – historical skills that pupils will acquire
- objectives – historical knowledge that pupils will learn

**YEAR 3**

<b>Skills</b>	<b>Knowledge</b>
<p>Children can:</p> <ul style="list-style-type: none"> <li>- place events, people and changes into correct order</li> <li>- identify and describe reasons for and results of historical events.</li> <li>- ask and answer questions and select and record information</li> <li>- communicate their knowledge and understanding of history in a range of forms</li> <li>- recall, select and organise historical information</li> <li>- use dates relating to the passing of time</li> <li>- use different primary and secondary sources to find out about events, people and changes</li> <li>- identify historical reasons for changes in our diet</li> <li>- identify results of historical events and changes in periods studied</li> <li>- use historical vocabulary</li> <li>- find out about characteristic &amp; features of the periods, societies studied including the ideas, beliefs, attitudes and experiences</li> <li>- locate events on the class timeline</li> <li>- research clothes, everyday life and battles from the past</li> <li>- investigate homes and settlements</li> <li>- investigate people/events using a range of information sources</li> <li>- use dates and historical vocabulary to describe the periods studied</li> </ul>	<p>Children know:</p> <ul style="list-style-type: none"> <li>- about social, cultural, religious diversity of food through the ages</li> <li>- about food availability through the ages and the factors for this</li> <li>- about different cooking methods and reasons for these</li> <li>- which explorers brought back certain foods</li> <li>- that individuals and changes in transport influenced diet</li> <li>- how WWII influenced the kind of food people could eat</li> <li>- about of the way of life, beliefs and achievements of the people living in Greece.</li> <li>- when the ancient Greeks lived in relation to other historical events.</li> <li>- key figures in the history of Greek myths.</li> <li>- who Henry V111 was and who his wives were and he married so many times</li> <li>- when Tudor times were</li> <li>- what the key events of Tudor times were</li> <li>- the significant events during the reign of Henry V111 (dissolution of monasteries)</li> <li>- how significant individuals have shaped and influenced everyday life in terms of communication</li> <li>- that modern technology has only occurred since the 1900s</li> </ul>

**YEAR 4**

<b>Skills</b>	<b>Knowledge</b>
<p>Children can:</p> <ul style="list-style-type: none"> <li>- recognise that the past is represented and interpreted in different ways and give reasons for this</li> <li>- use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decade</li> <li>- identify and describe reasons for and results of historical events, situations and changes in the periods studied</li> <li>- use a developing sense of chronology to place famous people on a time line</li> <li>- place events, places and people into correct periods of time</li> <li>- find out about a range of facts an increasing number of sources including ICT based sources</li> <li>- begin to question the reliability of evidence</li> <li>- compare and contrast British periods to modern Britain</li> </ul>	<p>Children know:</p> <ul style="list-style-type: none"> <li>- when different sculptors lived and how the period of time they lived in affected their sculptures</li> <li>- about the lives of different sculptors</li> <li>- about the work of a significant individual</li> <li>- why WW2 began, linking to the main leaders and dates</li> <li>- why rationing had to take place and what this involved.</li> <li>- the weekly allowance of food that was available and subsequent typical meals based on this</li> <li>- when and where the evacuation process took place and reasons for this</li> <li>- how the war effected everyday life, such as black outs, evacuation, rationing, school life etc</li> <li>- that dinosaurs lived in a period of lighter temperatures</li> <li>- that there was an ice age in human pre-history and 'ice bridges' allowed early man to travel across the seas</li> <li>- about the life history of different artists and how the period of time that they lived in affected their work</li> <li>- about the work of significant individuals</li> <li>- how artistic style has changed over different periods of time</li> <li>- the cultural, social, religious and ethnic reasons for mummification</li> <li>- the importance of The Nile during Ancient Egyptian times</li> <li>- the hierarchy of society in Ancient Egyptian times and the jobs that they had</li> <li>- different beliefs linked to life after death and different Gods</li> <li>- the every day lives of Ancient Egyptians including the lives of children</li> <li>- the Roman period on a timeline</li> <li>- the characteristics of a Roman soldier</li> <li>- about the Roman army and weapons used</li> <li>- about the importance of Boudicca and her revolt</li> <li>- that there are different interpretations of Boudicca's revolt</li> <li>- about the everyday life of Romans – e.g, their homes, food, clothes etc.</li> </ul>



## By the end of lower key stage 2 (Y4) most children will be able to:

Show their developing understanding of chronology by their realisation that the past can be divided into different periods of time, their recognition of some of the similarities and differences between those periods, and their use of dates and terms. They show knowledge and understanding of some of the main events, people and changes studied. They are beginning to give a few reasons for, and results of, the main events and changes. They identify some of the different ways in which the past is represented. They use sources of information in ways that go beyond simple observations to answer questions about the past.

### UPPER KS2 : YEARS 5 AND 6

Pupils will build on previous knowledge, skills and understanding and continue to learn about significant people, events and places from both the recent and more distant past, making links and connections between different areas of learning. They build on knowledge of change and continuity in their own area and Britain and extend this to other parts of the world across a wider period. They will be taught to categorise ways of looking at history, recognise patterns and understand more abstract concepts. Pupils are taught to use information for an overview and in depth study of the past, building an extensive historical vocabulary and chronological order. They are taught to understand what is more or less important in terms of historical sources and use a greater depth and range of historical knowledge to back up judgements.

Pupils are taught the knowledge, skills and understanding through thematic topics. Historical elements are clearly identified within these topics:

- end of topic expectations (understanding)
- outcomes – historical skills that pupils will acquire
- objectives – historical knowledge that pupils will learn

### YEAR 5

Skills	Knowledge
Children can: <ul style="list-style-type: none"><li>- use dates and vocabulary relating to passing of time</li><li>- to understand the characteristic features of the period.</li><li>- to research technological changes using appropriate sources of information</li><li>- to ask and answer questions and to select and record information relevant to the focus of the enquiry</li><li>- to predict future developments</li><li>- to identify and describe reasons for historical events</li><li>- can they create timelines which outlines the development of specific features, such as medicine, weaponry and transport</li></ul>	Children Know: <ul style="list-style-type: none"><li>- how technology changes over time</li><li>- characteristics of different decades</li><li>- to draw on own experience to predict future developments</li><li>- how technology has affected society.</li><li>- similarities and differences between Tudor times and the present day</li><li>- the main events of the Tudor period and the reasons for their occurrence</li><li>- the importance of artefacts as a historical source of evidence</li><li>- characteristic features of the Tudor period, including ideas, beliefs, attitudes and experiences of men, women and children</li><li>- about the social, cultural and religious diversity</li></ul>

<ul style="list-style-type: none"> <li>- to be able to place events, people and periods on a timeline and place in context</li> <li>- to ask and answer questions using appropriate sources of information</li> <li>- communicate their knowledge in a variety of ways and viewpoints</li> <li>- use dates and vocabulary relating to the passing time</li> <li>- how to access local information (library, graveyards, signs)</li> <li>- to recognise historical information can be represented/interpreted in different ways</li> <li>- to identify and describe reasons for historical events</li> <li>- describe the main events, situations and changes within society</li> <li>- compare life as a Victorian child with themselves.</li> <li>- Identify different architecture in buildings in Halifax.</li> <li>- explain how a locality has changed over time with reference to human features</li> <li>- Understand how the achievements of people in previous times influence the world today.</li> <li>- Compare and contrast old and modern events.</li> <li>- name important landmarks in London, their architect and why they were built.</li> <li>- use their maths skills to work exact timescales and differences as need be</li> <li>- use secondary sources to research the change in technology in cameras/TV</li> </ul>	<ul style="list-style-type: none"> <li>of the Tudor period</li> <li>- how crime and punishment have changed over the years</li> <li>- how and why the population of Halifax has changed over time</li> <li>- how to use secondary sources to answer historical questions</li> <li>- about important people in Halifax's history</li> <li>- how Halifax has changed over time.</li> <li>- how the rights of children have changed over time.</li> <li>- how crime and punishment have changed over the years</li> <li>- The origins of the Olympic Games.</li> <li>- The significance of the political influence on sport</li> <li>- How to research influential Greeks.</li> <li>- what caused the city to be established</li> <li>- what it is now famous for</li> <li>- how to compare and contrast different cultures</li> <li>- investigate famous landmarks</li> <li>- that significant events in history have helped to shape the country we have today</li> <li>- how crime and punishment has changed over the years</li> <li>- how television/film making has evolved, due to technology</li> <li>- how stereotypes are represented in films and the influence on society</li> <li>- how to use multi-media to research modern history</li> <li>- how TV/film production has changed including ideas and attitudes</li> </ul>
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## **YEAR 6**

<b>Skills</b>	<b>Knowledge</b>
<p>Children can:</p> <ul style="list-style-type: none"> <li>- use dates and vocabulary related to the passing of time</li> <li>- recognise that the past is represented and interpreted in different ways, and give reasons for this</li> <li>- recall, select and organise historical information</li> <li>- use dates and vocabulary to describe a period studied</li> <li>- find out about events and people from a range of sources</li> <li>- summarise the main events from a specific period in history</li> <li>- recognise and describe similarities, changes and continuity between different historical</li> </ul>	<p>Children know:</p> <ul style="list-style-type: none"> <li>- about characteristics &amp; features of the periods and societies including social, cultural and religious diversity</li> <li>- about reasons for and results of historical change in periods studied</li> <li>- how historical events changed the diets and eating habits of people (war, famine, exploration, etc)</li> <li>- know the dates of major art (artists) movements</li> <li>- develop and appreciation of history and culture in European/World cities</li> <li>- that the past is represented and interpreted in different ways and to give reasons for this</li> <li>- about key natural disasters and where/when</li> </ul>

<p>events.</p> <ul style="list-style-type: none"> <li>- trace trade routes to and from Britain over a period of time</li> <li>- explain how changes in diet have affected such things as disease and life expectancy in the past 200/100 years</li> <li>- plot events chronologically on a lengthy timeline of British history</li> <li>- place events, people and changes into correct periods of time and contrast with ancient civilizations</li> <li>- investigate and research how events, people and changes have affected population and culture in world cities</li> <li>- discuss how historical events are represented through art</li> <li>- place events, people and changes into correct periods of time and explain reasons for different effects</li> <li>- identify and describe reasons for, and results of, historical events, situations and changes in the periods studied giving all viewpoints</li> <li>- present their knowledge and understanding of history in a variety of ways to demonstrate chronological understanding cause and effect -</li> <li>- quickly recall, select and organise historical information</li> <li>- compare and confronts within different events, people, periods of time</li> <li>- to simply explain whether primary or secondary sources are more reliable and why.</li> </ul>	<p>they took place</p> <ul style="list-style-type: none"> <li>- to know why there are more fatalities from natural disasters in the past</li> <li>- to gain a basic understanding of the class system in Britain and civilisations in history</li> <li>- characteristic features of periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past</li> <li>- links between the main events, situations and changes within and across the different periods and societies studied</li> <li>- that different explorers brought different changes to the World</li> <li>- why different expeditions took place</li> <li>- to explain why primary sources are more reliable than secondary sources when finding out about the past</li> </ul>
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***By the end of Upper Key stage 2 most children will be able to:***

Show factual knowledge and understanding of aspects of the history of Britain and the wider world. They use this to describe characteristic features of past societies and periods, and to identify changes within and across different periods. They describe some of the main events, people and changes. They give some reasons for, and results of, the main events and changes. They show some understanding that aspects of the past have been represented and interpreted in different ways. They are beginning to select and combine information from different sources. They are beginning to produce structured work, making appropriate use of dates and terms.

***More able pupils might be able to:***

Show increasing depth of factual knowledge and understanding of aspects of the history of Britain and the wider world. They use this to describe features of past societies and periods and to begin to make links between them. They describe events, people and changes. They describe and make links between events and changes and give reasons for and as a result of, these events and changes. They know that some events, people and changes have been interpreted in different ways and suggest possible reasons for this. Using their knowledge and understanding,

pupils are beginning to evaluate sources of information and identify those that are useful for particular tasks. They select and organise information to produce structured work, making appropriate use of dates and terms.

***Pupils identified on the gifted and talented register should be able to:***

Use their factual knowledge and understanding of the history of Britain and the wider world to describe past societies and periods, and to make links between features within and across different periods. They examine and explain the reasons for, and results of, events and changes. Pupils describe, and begin to analyse, why there are different historical interpretations of events, people and changes. Using their knowledge and understanding, they identify and evaluate sources of information, which they use critically to reach and support conclusions. They select, organise and deploy relevant information to produce structured work, making appropriate use of dates and terms.

**Promoting pupils' spiritual, moral, social and cultural development through history**

Our history curriculum will provide opportunities to promote:

- *Spiritual development*, through helping pupils to appreciate the achievements of past societies (for example, the pyramids, cathedrals, illuminated manuscripts) and to understand the motivation of individuals who made sacrifices for a particular cause.
- *Moral development*, through helping pupils to recognise that actions have consequences by considering the results of events and decisions, and to explore how different interpretations of the past reflect different viewpoints and values.
- *Social development*, through identifying how different societies were organised in the past and considering different political structures (for example, democratic, autocratic, hierarchical)
- *Cultural development*, through helping pupils recognise differences and similarities between cultures and within cultures over time, and explore a range of sources and different interpretations of what constitutes culture and cultural development.

**Promoting citizenship through history**

History will play a significant part in promoting citizenship through:

- Developing pupils' knowledge and understanding about political aspects of history, including central and local government, the key characteristics of parliamentary and other forms of government, the role of national and international organisations, and examples of different forms of action to effect change.
- Providing opportunities for pupils to discuss the nature and diversity of societies in Britain and the wider world
- Developing pupils' enquiry and communication skills and, in particular, the ability to critically evaluate evidence and analyse interpretations.

**Promoting key skills through history**

History provides opportunities for pupils to develop the key skills of:

- *Communication*, through reading and responding to a range of sources of information including pictures and graphs when planning and carrying out historical enquiries, and through taking part in discussions, asking and answering questions about the past and presenting findings in a variety of ways
- *Application of number*, through using dates to calculate the length of time between events, or the average life span of people living in the local area from headstones, and through carrying out calculations from databases as part of historical enquiries into trends and developments
- *Working with others*, through planning and carrying out historical enquiries that are classroom based or take place on a visit to a museum, gallery or site in small groups with specific historical questions to answer.
- *Improving own learning and performance*, through reviewing their work at regular intervals, setting targets for improvement and assessing their achievement
- *Problem solving*, through finding out about the past by investigating a specific question or issue, deciding what information they need to know, identifying relevant sources of information and discussing their conclusions.
- *Cross-curricular skills* – through Ash Green’s thematic approach and reinforcement of basic skills.

### **Promoting other aspects of the curriculum**

History will provide opportunities to promote:

- *Thinking skills*, through work on processing and evaluating information, describing and explaining events and actions, and carrying out investigations of past events
- *Financial capability*, through developing pupils’ understanding of the economic factors that affect people in different classes of society and of the impact of economic and technological development on societies at different times in the past
- *Education for sustainable development*, through developing pupils’ skills of enquiry, critical thinking and communication, and knowledge and understanding of how past actions, choices and values may impact on future societies, economies and environments.

### **Use of information and communication technology across the curriculum**

1. Pupils will be given opportunities to apply and develop their ICT capability through the use of ICT tools to support their learning through cross-curricular work in the ICT suite.
2. Pupils will be given opportunities to support their work by being taught to:
  - a. find things out from a variety of sources, selecting and synthesising the information to meet their needs and developing an ability to question its accuracy, bias and plausibility
  - b. develop their ideas using ICT tools to amend and refine their work and enhance its quality and accuracy
  - c. exchange and share information, both directly and through electronic media
  - d. review, modify and evaluate their work, reflecting critically on its quality, as it progresses.

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