

# Mapping the Curriculum Aims

On each of the subsequent pages, you can find one of the curriculum aims. Below is an explanation of how this proforma was designed to support schools.

The curriculum aim  
As phrased in the NC.



Curriculum Aims



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

This ties in more closely to the KS2 curriculum but KS1 does have a role to play. Teach people from around the world that are significant and made important contributions and emphasise the achievements of the wider world in relevant studies.



A definition of what it means and how it can be applied in the curriculum.

Subject content or curriculum areas which naturally include this aim.

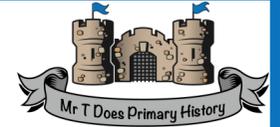


KS1	KS2
Event beyond living memory that are significant nationally or globally. The lives of sig. individuals who have contributed to national and international achievements.	The achievements of the earliest civilisations (overview and one in depth). Ancient Greece—a study of Greek life, achievements, and their influence on the western world. A non-European society that provides contrasts with British history (Maya/Benin/Baghdad).



Space to note where in your curriculum this aim is taught and how.

# Curriculum Aims



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.

Over the course of their time with school, children should build up their knowledge of history with a sense of narrative: how the periods of history flow, interact with each other, and who or what has made contributions that impact lives today.

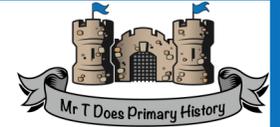
KS1

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.

KS2

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.

# Curriculum Aims



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KS1

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The lives of sig. individuals who have contributed to national and international achievements.

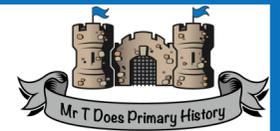
KS2

The achievements of the earliest civilisations (overview and one in depth).

Ancient Greece—a study of Greek life, achievements, and their influence on the western world.

A non-European society that provides contrasts with British history (Maya/Benin/Baghdad).

# Curriculum Aims



gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'

The key historical vocabulary being taught **and** a clear understanding over what it means conceptually. These should be taught where appropriate and developed to look at different aspects.

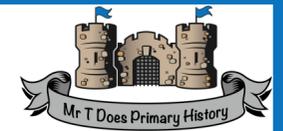
KS1

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.

KS2

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.

# Curriculum Aims

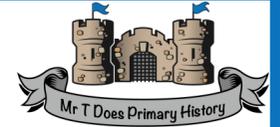


understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses

These are the disciplinary concepts of history. They are what we do to analyse/argue or do with the evidence once the knowledge has been taught. Some should be seen in every 'topic' which the children study. The suggestions below are those which must form part of the study but these could be adjusted depending on the emphasis given.

KS1	KS2	
<p><b>Changes</b> in living memory Continuity and change</p> <p><b>Significant</b> individuals Significance Similarity and difference</p> <p>Event beyond living memory which is <b>significant</b> nationally or globally Significance Cause and consequence</p>	<p><b>Changes</b> in Britain from the Stone Age to Iron Age Continuity and change</p> <p>The Roman empire and its <b>impact</b> on Britain Significance</p> <p>The <b>achievements</b> of the ancient civilisations Significance</p> <p>Britain's settlement by Anglo-Saxons and Scots Continuity and change Cause and consequence</p>	<p>The Viking and Anglo-Saxon <b>struggle</b> for the Kingdom of England Continuity and change Cause and consequence</p> <p>A non-European society that <b>contrasts</b> with British history (Islamic, Maya, Benin) Similarity and difference Significance</p> <p>Ancient Greece—Greek life, <b>achievements</b> and influence on the western world</p>
<p>Local history would depend entirely on the focus of the 'topics'. Normally, significance would play a role for individuals, events and industries of importance.</p>		<p>Once again, the post-1066 study would depend on what was being studied.</p>

# Curriculum Aims



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

This is children using the same methods to study the past as a professional historian would. It should begin with a careful enquiry question which ties in the body of knowledge required and the key concepts to be used to explore it.

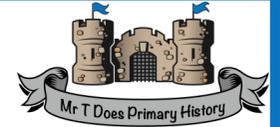
KS1

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.

KS2

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.

# Curriculum Aims



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.

It's important to make links from British history to what was happening in the school's locality. Links should also be made to what was happening in the world. The aspects of history listed represent the aspects of history which should be studied.

KS1

KS2

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.

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.