

# Elmfield History Curriculum

## Long Term Curriculum Intents

### Language and communication

- Use, understand and interpret text and oral report as sources
- Discuss and debate interpretations
- Use written and oral language to communicate an opinion, interpretation or description of historical sources, events and/or people

### Health and well-being

- A sense of rootedness in a personal, community, cultural, national and international history
- Economic wellbeing
- A sense of rootedness in a community, culture and society

### Senses

- Accurate observation of artefacts and other sources

### Imagination and play

- Imagine other people, times and places

### Empathy

- Recognise and value different voices
- Have empathy for people's historical, economic and cultural context
- Understand and appreciate different perspectives of time, experiences, social settings and cultures
- Imagine and understand the motives of both historical figures and those recording histories and describing cultures and societies
- Understand and respect opposing sides of a debate or discussion

### Aesthetics

- Appreciate historical, cultural and technological artefacts, having an understanding of the people who made them and the focus of their interest
- Recognise and appreciate historical cultural differences and their impact on the present

### Inquiry

- Formulate and ask perceptive questions about history, economics, culture and society
- Evaluate and use sources and evidence
- Develop an argument and support historical claims, opinions or interpretation with evidence
- Discern how and why contrasting arguments and interpretations about the past, economics, culture and societies have been constructed
- Understand continuity and change, cause and consequence, and similarity, difference and significance, and use them to make connections, draw contrasts and analyse trends and patterns

### Democratic participation and society

- Understand different political structures and processes and their development in history and in other cultures
- Understand the impact of economics and different histories, cultures and societies on power and politics
- Understand the power of economies, histories, societies and cultures in shaping and influencing people's political thinking

### Lifelong learning

- Use historical and cultural understanding and consciousness to interrogate experiences
- Be curious about the histories and economics of people, cultures, societies and places

### Future thinking

- Extrapolate from past events to thinking about and communicate about the present and the future
- Understand the connections between and implications of cultural, economic, military, political, religious and social histories in the context of 'wicked problems'

### Holistic thinking / Spirituality

- Imagine oneself in the stream of chronology, relating past, present and future

- Have a sense of chronology, continuity and change
- Think both chronologically and thematically
- Understand and evaluate the impact and significance of events and individuals on histories, economies, societies and cultures
- Understand the global context for local and social histories, economies and cultures
- Understand the evolution of human consciousness, both individually and culturally

### Judgement

- Evaluate and judge appropriate sources and evidence
- Draw informed and supported conclusions
- Position oneself in relation to historical and economic processes, and to societies and cultures

## Early Years

### Intention

At Elmfield our approach is built solidly on the overarching principle of every child being a unique child. We also work firmly in the belief that in early childhood learning happens best through play and imitation and that the environment in its widest sense should be worthy of imitation. A history curriculum is not taught explicitly in the Early Years at Elmfield, including in K5, the 5-6 year olds. However, through a wide range of stories, rhymes, songs, artefacts, tools and plenty of opportunities to talk about their families and the events that have happened in their lives and those of others, the children begin to develop a sense of time, of past, present and future events, of the sequential nature of time as experienced by humanity, and that their experience might be different from that of other people, both now and in the past. Through play, one can see how the children take these experiences into themselves and **regurgitate them as they understand**. Through observation and 'teachable moments' each child is afforded the opportunity to progress their experience and understanding as is suitable for their development, within the context of the opportunities presented to the whole group.

### Implementation

- **K3-4-** engage in creative free play. Here they recreate and explore the world that they observe around them, including role playing family structures encompassing different ages and stages of life, including death. Stories and books are presented to the children which are set in different places and times, such as 'long ago when the world was new...' Through songs and rhymes pictures are presented both figuratively and concretely which allow the children to imagine a world where life was lived differently to now. Through conversation and shared stories about real life events from peers and adults, children are allowed to explore and begin to make sense of the passage of time and for example, the idea that their grandma is their parents' parent and is older. Artefacts are presented to children, for example- hand held grinding mills, which give an idea of how technology has changed over a period of time.
- **K5-** Continue with, and build upon the above opportunities for learning: The older children begin to hear more complex stories and songs. Their contributions to discussions become more complex and explicit in their understanding of the passage of time, and teacher responses become more direct and more information is shared directly, via conversation or more detailed looking at pictures, books and artefacts. Children begin to ask more direct questions, formulating their hypothesis with greater clarity, and the adults support them in their thirst to find more about the world in which we live. As children become more skillful and conscious in drawing and making, they begin to reflect their understanding about place and time in their work. Careful observation of the children in play will reveal a more complex understanding and interpretation about time and place in the world. The adults are able to support this learning through appropriate intervention and encouragement of an enquiring mind.
- Throughout the Early years phase, the environment and materials presented to the children strives to be one which values each child, and reflects the diversity to be found across our country and the world, including the protected characteristics found in the Equality Act. In this way the foundations of inclusivity and an understanding of the complex nature of humanity are begun to be laid.

## Impact

By the end of K4 (5 year olds end of EYFS):

- Talk about past and present events in their own and families lives and those of others
- Begin to understand cultures and traditions

By the end of K5 (end of Transition Year):

- Have a widening interest in people and communities
- Are aware that others have/ had different likes and dislikes, beliefs and customs
- Are interested in other peoples stories and express these in their own stories, drawings and puppet plays.

## Class One

### Intention

During class 1, history is not made objective but is brought as narrative explorations of culture through festivals and stories told with vivid descriptions of place and time which characterise the particular time in which the story is set. These 'images' are brought to consciousness and placed in historical context in later classes.

### Implementation

#### Objectives

To be able to recall and retell the stories that they have heard, discussing the patterns of behaviour that they notice and asking and answering questions. To be able to understand that the world has not always been as it is now; that there have been technological and social changes over time. To use common words and phrases relating to time, including a vocabulary of everyday historical terms.

#### Content

Exploring, through narrative, different times and places through traditional folk tales, in reference to their origin, and recording in pictures and words: the locality, place names, human occupations, shelter, nutrition, and time and the seasons

#### Learning experiences

- To explore patterns and archetypes of human behaviour in stories, including how people respond to challenges
- To encounter a pre-industrial world through stories
- To encounter the idea of formalised social hierarchies and rank based on birth
- To encounter and explore the meaning of relevant vocabulary

### Impact

- Can recall and retell the stories that they have heard,
- Understand that the world has not always been as it is now; that there have been technological and social changes over time.
- Can use common words and phrases relating to time, including a vocabulary of everyday historical terms.
- Can discuss the various patterns of behaviour and response that they notice and ask and answer questions.

## Class Two

### Intention

During class 2, history is not made objective but is brought as narrative explorations of culture through festivals and stories told with vivid descriptions of place and time which characterise the particular time in which the story is set. These 'images' are brought to consciousness and placed in historical context in later classes.

## Implementation

### Objectives

To be able to recall and retell the stories that they have heard, discussing the decisions that the characters make, the ways that they behave, the actions they take, and the impact of these things on other people and events. To be able to talk about some of the similarities and differences in the different worlds and ways of life described in the stories and in their own life experiences. To have a wide vocabulary of everyday historical terms, and use common words and phrases relating to time.

### Content

Exploring, through narrative, different times and places, in reference to their origin- eg- the medieval world through the story of Saint Francis, and recording in pictures and words: the locality, place names, human occupations, shelter, nutrition, and time and the seasons

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#### □ Learning experiences

- To explore different aspects of human behaviour through stories, including the impact of people's decisions, actions and behaviours
- To encounter stories of people whose actions have had a significant impact
- To further encounter a pre-industrial world through stories
- To encounter and explore the meaning of relevant vocabulary

## Impact

- can recall and retell the stories that they have heard
- understand that the world has not always been as it is now; that there have been technological and social changes over time
- have a wide vocabulary of everyday historical terms, and use common words and phrases relating to time.
- can talk about some of the similarities and differences in the different worlds and ways of life described in the stories and in their own life experiences.

## Class Three

### Intention

In class 3 the developmental task is to learn to work with others, recognising that this requires cooperation, teamwork, rules, roles and tools. Teaching and curriculum content should provide a balance of subjectivity and objectivity as children learn that meeting basic human needs requires people to pull together and support each other in order to harness nature and her resources. This is balanced with the need to maintain a careful stewardship of nature.

## Implementation

### Objectives

Children can recall and retell creation myths, choosing and using stories to show understanding of key historical concepts such as cause and consequence. Through the retelling of selected stories from a common tradition, they can establish a clear narrative. Children identify similarities and differences

between ways of life at different times and in different places. They make observations about different occupations, events, beliefs and ways of life. Children use some accurate vocabulary to talk about their experiences, e.g. the names of tools they have used and structures they have constructed.

### **Content**

Exploring, through narrative, different times and places, in reference to their origin eg the culture of North Africa and the Middle East at the time of the Old Testament, and recording in pictures and words: the locality, place names, the history of shelter/building, the history of farming and its relationship to the cycle of the seasons, nutrition, human occupations, and the history and practice of telling the time.

### **Learning experiences**

- To discover ways in which human beings have explored and explained the creation of the world.
- To encounter a narrative image of the evolution of human settlement, stewardship, society and religion.
- To encounter and experience aspects of the history of the technological, cultural and economic development of early human societies, through both narrative content and practical activities
- To encounter and explore the meaning of subject-specific and technical vocabulary

### **Impact**

- recall and retell creation myths, choosing and using stories to show understanding of key historical concepts
- establish a clear narrative through the retelling of selected stories from a common tradition.
- identify similarities and differences between ways of life at different times and in different places.
- make observations about different occupations, events, beliefs and ways of life.
- use some accurate vocabulary to talk about their experiences, e.g. the names of tools they have used and structures they have constructed.

## **Class Four**

### **Intention**

**Intention-**How we meet these developmental needs:

The class 4 student looks for heroes which are presented to them in the characters of the Norse Legends, *Beowulf*, the *Kalevala* and *through* stories from local history of real life heroes who have overcome great odds. The Norse Myths not only present us with heroes but also with tricksters, gods and goddesses with human foibles, with war, and adversarial relationships of all kinds. Through these stories the children begin to explore the complexities of their own emotions and motivations. Such myths and stories drawn from local history also give the students a first sense of historical time.

### **Implementation**

#### **Objectives**

To be able to recall and retell stories and myths which explore the ways in which people in different times and places have related to the world around them and to each other. To talk and write about the perspectives of the characters in the narratives, describing the causes, consequences and significance of events and decisions.

To be able to talk about the people who have lived in their local area and the traces they have left. To make links between the landscape and its inhabitants, recognising the communities that settled in their area, what they did, how they lived and who they were. To be able to identify a range of sources of evidence, including linguistic and geographical indications and physical artefacts. To begin to develop a more concrete sense of chronology and change over time.

### **Content**

Exploring, through narrative, different times and places through traditional folk tales- in particular Norse Mythology, but also Beowulf and the Kaleva, in reference to their origin and linking them to the history and effects of the Viking Age in Europe and beyond and to contemporary British culture and history eg The Mercian Supremacy c.626-c.825 (linked to locality) and to the Anglo Saxon kingdoms of East Anglia, Northumbria and Wessex. Thus, building up a picture of Anglo Saxon Britain. Recording in pictures and words: the localities and voyages, place names, dwellings, human occupations and culture, and nutrition.

### Learning experiences

- To explore pre-Christian ways of understanding the world, e.g. the personification of natural forces as gods.
- To develop a sense of extended narrative through saga, and how aspects of the human condition resonate through time - power and weakness, tragedy and triumph.
- To explore the interactions of humans and the environment in their locality over time.
- To encounter and explore the meaning of subject-specific vocabulary and the etymology of local words, e.g. place names.

### Impact

- Children can recall and retell stories and myths which explore the ways in which people in different times and places have related to the world around them and to each other.
- They can talk and write about the perspectives of the characters in the narratives, describing the significance of events and decisions.
- Children can talk about the people who have lived in their local area and the traces they have left.
- They make links between the landscape and its inhabitants, recognising the communities that settled in their area, what they did, how they lived and who they were.
- Children are able to identify a range of sources of evidence, including linguistic and geographical indications and physical artefacts. They begin to develop a more concrete sense of chronology and change over time.

## Class Five

### Intention

### Implementation

#### Objectives

To be able to have an emerging sense of chronology, continuity, and change over time, understanding how very different and far away from the present ancient cultures were. To be able to identify some significant events, situations, changes and people. To be able to talk about trends over time, using some appropriate historical terms. To be able to ask questions about when, how and why things happened, understanding that different versions of the past may exist in different narratives. To be able to make links between their present-day life and the achievements of past ages.

#### Content

The civilizations of the oriental peoples are studied focusing on Ancient India-turning to the gods and away from the earth; Ancient Persia-cultivating the earth; Ancient Mesopotamia & Ancient Egypt-Earth is now home, the development of an artistic culture;Cradle of civilization-Yangtze and Yellow River civilizations as well as Mesopotamia. The Golden Age of Greece-life organised through the power of thought.

### Learning experiences

- expand their imaginative cognition in a range of spatial and temporal dimensions and their transformations,
- extend their powers of speech, recitation and dialogue through practice,
- experience how different cultures express their relationship to spirit and the natural and how the person relates to society, as well as archetypal narratives of individual quests.
- explore the cultures and economies of a range of early complex societies and their significant mythological, legendary and historical figures through vivid pictorial narrative, songs, texts and verses.
- experience, through narrative content, aspects of the development of agriculture, settlement, cultures and beliefs in these ancient cultures, and how these related to the climate and environment where they were

- geographically situated.
- encounter relevant historical terms and ambitious vocabulary, exploring the meaning and context of new words.

## Impact

- Children have an emerging sense of chronology, continuity, and change over time, understanding how very different and far away from the present ancient cultures were.
- They identify some significant events, situations, changes and people.
- Children talk about trends over time, using some appropriate historical terms.
- They ask questions about when, how and why things happened, understanding that different versions of the past may exist in different narratives.
- They make links between their present-day life and the achievements of past ages.

## Class Six

### Intention

### Implementation

#### Objectives

To have a chronologically and geographically secure understanding of a number of symptomatic examples of major cultures in Asia, Africa, Europe and the Americas from the Roman Empire to the late middle ages, understanding Europe's place as a peripheral zone in the medieval global world for much of this time. To be able to describe the features of several medieval societies around the world and the impact of urbanisation and an accumulation of wealth on innovation in a number of fields. To be able to discuss the role of trade routes in the expansion of cultural exchange and interaction. To understand the origins of modern societies and how European hegemony began. To use a range of historical vocabulary and identify sources of information, e.g. archaeology, artefacts, artworks and texts. To be able to select and organise relevant information, identifying historically significant people and events in situations.

#### Content

The Roman Empire is studied, alongside other empires such as Abbasid, Tang, Mongul, Maya/Inca to show similarities and differences. Which is then followed with the study of the Middle Ages. Within these topics pupils explore the creation myths and origins, early human societies, first urban societies and a comparison of religious beliefs and practices in the civilizations studied.

#### Learning experiences

- To explore the history of the Roman Empire and the Middle Ages (with examples from Asia, Africa and the Americas as well as Europe).
- To explore major cities of this time, including innovations in art, mathematics, science, technology, medicine, astronomy and navigation, and the development and role of major religions.
- To discover the typical features of global medieval societies, including social, and religious structures and customs, and the role of global trade in the development of economies.
- To explore archaeological evidence and artefacts through museums and different media (e.g. pictures)
- To recognise that myths can tell us about earlier historical cultures.

- To encounter disciplinary vocabulary, exploring the etymology and morphology of new and challenging words.

## Class Seven

### Intention

### Implementation

#### Objectives

To have a chronologically secure understanding of a number of significant people, places, events and artistic and technological innovations over the period from the late Middle Ages to the early 17th Century. To be able to describe and discuss the impact of colonialism, slavery and global trade, over this time from various perspectives using historical terms and concepts. To be able to compare and contrast different accounts, perspectives and interpretations of the past. To consider the significance of events, people and developments and make connections between them. To be able to analyse historical images and recognise that artefacts (e.g. tools, costumes, transport etc) and buildings belong to an earlier culture and can talk about how and when they may have been used. To be able to use recommended historical texts (e.g. suitable history books)

#### Content

The Age of Exploration from different perspectives, such as Arab, African, Chinese and European and the beginnings of colonialism. The Renaissance, the history of astronomy and the Reformation is then studied.

#### Learning experiences

- To explore history from the late Middle Ages (including cultural contact between Asia, Africa and Europe; pre-conquest Americas; the European Renaissance and Reformation; European colonial expansion) to the early 19th Century.
- To explore the multiple processes, perspectives and effects of colonialism and slavery on indigenous populations, global trade and emerging modern societies.
- To explore the emergence of industrialisation and its impact.
- To explore the emergence of nations and nationalism, particularly through revolution.
- To explore historical sources, eg- pictures, archaeological artefacts, historical buildings and secondary historical sources.
- To encounter disciplinary vocabulary, exploring the etymology and morphology of new and challenging words.

### Impact

- Pupils have a chronologically and geographically secure understanding of a number of symptomatic examples of major cultures in Asia, Africa, Europe and the Americas from the Roman Empire to the late middle ages, understanding Europe's place as a peripheral zone in the medieval global world for much of this time.
- They can describe the features of several medieval societies around the world and the impact of urbanisation and an accumulation of wealth on innovation in a number of fields.
- Pupils can discuss the role of trade routes in the expansion of cultural exchange and interaction.



- They understand the origins of modern societies and how European hegemony began.
- Pupils use a range of historical vocabulary and identify sources of information, e.g. archaeology, artefacts, artworks and texts.
- They can select and organise relevant information, identifying historically significant people and events in situations.

## Class Eight

### Intention

### Implementation

#### Objectives

To have a chronologically secure understanding of a number of themes from modern world history. To be able to create relevant, structured and evidentially supported accounts, exploring the reasons for and the results of historical events, situations and changes. To be able to explain a range of diverse experiences, beliefs and perspectives of people from across societies, understanding contrasting arguments and interpretations. To be able to discuss how human development, culture and innovation has come to shape the world, making connections, drawing contrasts and analysing trends over time. To be able to recognise the historical usefulness of different sources, such as oral history, images, historical documents, artefacts and archaeological evidence. To be able to understand the difference between historical sources and historical interpretations.

#### Content

Revolutions are studied from the 17th to the 19th century, followed by the industrial revolution, urbanisation and the impact of the slave trade. The key themes from the late 19th to present day are then studied focusing on how the world has been transformed.

#### Learning experiences

- To explore themes in modern world history through the study of symptomatic events, innovations and biographies.
- To explore a number of perspectives of significant historical events from the early 19th to the late 20th century.
- To explore the impact of technical innovation on both humanity and ecology.
- To understand and evaluate different historical sources.
- To encounter disciplinary vocabulary, exploring the etymology and morphology of new and challenging words.

### Impact

- Pupils have a chronologically secure understanding of a number of themes from modern world history.
- They can create relevant, structured and evidentially supported accounts, exploring the reasons for and the results of historical events, situations and changes.
- Pupils can explain a range of diverse experiences, beliefs and perspectives of people from across societies, understanding contrasting arguments and interpretations.
- They can discuss how human development, culture and innovation has come to shape the world, making connections, drawing contrasts and analysing trends over time.
- Pupils can recognise the historical usefulness of different sources, such as oral history, images, historical documents, artefacts and archaeological evidence.
- They understand the difference between historical sources and interpretations.

## Class Nine

### Intention

In class 9 the developmental task is to explore the ideas behind the historical narrative that they have explored in class 8 from 16th century to the present with the cultural and political events in the foreground: the rise of modern national states; the history of colonialism; the struggles between Europeans and other races; the social development of the period. In doing so they explore the polarities and build a picture of what lies between them.

### Implementation

#### Objectives

To have a chronologically secure understanding of a number of themes from the 16th century to current world history. To be able to create relevant, structured and evidentially supported accounts, exploring the reasons for and the results of historical events, situations and changes. To be able to explain a range of diverse experiences, beliefs and perspectives of people from across societies, understanding contrasting arguments and interpretations. To be able to discuss how human development, culture and innovation has come to shape the world, making connections, drawing contrasts and analysing trends over time. To be able to recognise the historical usefulness of different sources, such as oral history, images, historical documents, artefacts and archaeological evidence. To be able understand the difference between historical sources and interpretations and how historians use them. To be able to complete a historical inquiry.

#### Content

The 17th century to present day is revisited, focusing on the ideas from each of the centuries. Revolutionary Ideas, emancipation; civil rights; women/female history and emancipation; Independence movements are all studied, looking at how they link. An oral history project is also undertaken, focusing on one of the themes.

#### Learning experiences

- To explore revolutionary ideas and the emancipation of different peoples
- To explore civil rights movements
- To explore the independence movements
- To understand and evaluate different historical sources and interpretations
- To create historical sources through the collecting stories from the community

### Impact

- Pupils have a chronologically secure understanding of a number of themes from the 17th century to current world history.
- Pupils can create relevant, structured and evidentially supported accounts, exploring the reasons for and the results of historical events, situations and changes.
- Pupils can explain a range of diverse experiences, beliefs and perspectives of people from across societies, understanding contrasting arguments and interpretations.
- Pupils can discuss how human development, culture and innovation has come to shape the world, making connections, drawing contrasts and analysing trends over time.
- Pupils can recognise the historical usefulness of different sources, such as oral history, images, historical documents, artefacts and archaeological evidence.
- Pupils understand the difference between historical sources and interpretations..

## Class Ten

### Intention

In class 10 the developmental task is to step right the way back to the birth of consciousness and the dawning of humanity, to a time before things were written down or recorded. Studying the cultures of the ancient world from the point of view of the significance of the geographical and social connections

### Implementation

#### Objectives

To have a chronologically secure understanding of a number of themes from ancient world history. To be able to create relevant, structured and evidentially supported accounts, exploring the reasons for and the results of historical events, situations and changes. To be able explain a range of diverse experiences, beliefs and perspectives of people from across societies, understanding contrasting arguments and interpretations. To be able to discuss how human development, culture and innovation has come to shape the world, making connections, drawing contrasts and analysing trends over time. To be able to recognise the historical usefulness of different sources, such as oral history, images, historical documents, artefacts and archaeological evidence. To be able understand the difference between historical sources and interpretations and how historians use them. To be able to understand how and why interpretations differ.

#### Content

Ancient history is revisited with a focus on how the environment impacted human development, starting with the theories of origin moving onto the Paleolithic: Ice Age societies, culture, art, new technologies and the expansion of humans, then the Neolithic Age: origin of agriculture and finally comparing the first urban societies across the world.

#### Learning experiences:

- To explore the origins and theory of origin of human society through the science of archeology and anthropology
- To explore the transition from hunter gatherer lifestyles to the highly structured urban civilisation
- To explore the inter-relationship between human societies and the environment they live in
- To understand and evaluate different historical sources and interpretations
- To encounter disciplinary vocabulary, exploring the etymology and morphology of new and challenging words

### Impact

- Pupils have a chronologically secure understanding of a number of themes from ancient world history.
- Pupils can create relevant, structured and evidentially supported accounts, exploring the reasons for and the results of historical events, situations and changes.
- Pupils can explain a range of diverse experiences, beliefs and perspectives of people from across societies, understanding contrasting arguments and interpretations.
- Pupils can discuss how human development, culture and innovation has come to shape the world, making connections, drawing contrasts and analysing trends over time.
- Pupils can recognise the historical usefulness of different sources, such as oral history, images, historical documents, artefacts and archaeological evidence.
- Pupils understand the difference between historical sources and interpretations..

## Class Eleven

### Intention

In class 11 the developmental task is to explore the themes the morality and thinking....the development of an understanding that whilst rational thought is important, there has to be a thread of morality coming through in order to be of service to others.

### Implementation

#### Objectives

To have a chronologically secure understanding of a number of themes from the middle ages history. To be able to create relevant, structured and evidentially supported accounts, exploring the reasons for and the results of historical events, situations and changes. To be able to explain a range of diverse experiences, beliefs and perspectives of people from across societies, understanding contrasting arguments and interpretations. To be able discuss how human development, culture and innovation has come to shape the world, making connections, drawing contrasts and analysing trends over time. To be able to recognise the historical usefulness of different sources, such as oral history, images, historical documents, artefacts and archaeological evidence. To be able understand the difference between historical sources and interpretations and how historians use them. To be able to understand how and why interpretations differ.

#### Content

The Middle Ages is revisited focusing on the silk roads. In doing this the axial times and sages, the development of urban cultures; Monastic cultures; Feudal society are studied.

#### Learning experiences

- To explore the medieval world with its tensions between state and church, and between Western and Eastern culture
- To explore the migration of peoples at the end of the Roman Empire
- To explore the development of countries and study the developments of maps
- To understand and evaluate different historical sources and interpretations
- To encounter disciplinary vocabulary, exploring the etymology and morphology of new and challenging words

### Impact

- Pupils have a chronologically secure understanding of a number of themes from the middle ages history.
- Pupils can create relevant, structured and evidentially supported accounts, exploring the reasons for and the results of historical events, situations and changes.
- Pupils can explain a range of diverse experiences, beliefs and perspectives of people from across societies, understanding contrasting arguments and interpretations.
- Pupils can discuss how human development, culture and innovation has come to shape the world, making connections, drawing contrasts and analysing trends over time.
- Pupils can recognise the historical usefulness of different sources, such as oral history, images, historical documents, artefacts and archaeological evidence.
- Pupils understand the difference between historical sources and interpretations.

