

History programmes of study: Key Stages 1 and 2. National curriculum in England

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

The national curriculum for history aims to ensure that all pupils:

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

History – key stages 1 and 2

- 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.

Key stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Year group: 4 Topic: Victorian – Why did so many Victorian children live in poverty?

Key Concepts

- Poverty (cause/effect)
- Migration (c/e)
- Philanthropy (similarities, differences significance)

How will children demonstrate their understanding of the key concepts and knowledge? Eg. Big outcomes, writing, presentations, quizzing, external audience opportunity etc.

Writing – what do Street Child and Christmas Carol tell us about attitudes to poverty
Victorian Day (+ sport/games)
Art – William Morris art project

Key skills and KOP learning habits

- Secure knowledge of chronology
- Historical enquiry – use of evidence to understand historical arguments, contrasting viewpoints and interpretations of the past
- Frame historically valid questions and create own structured

Key vocabulary

Poverty, migration, philanthropy, rural, urban, industrial revolution, mortality, workhouse, labour, agriculture, industry

Key Knowledge

- **When was the Victorian era?** chronology 1837-1901. Begin to understand the terms AD/BC and where the Victorian era falls on the timeline.
- **What happened to the population during the Victorian era?** Population increase specifically within cities. Migration – People left the countryside for a combination of reasons, including for more jobs, better pay, opportunities (industrial revolution)
- **What were the differences between rich and poor living conditions?** Life for the poor vs rich (contrast with present day) – Life for the poor was hard (living conditions overcrowding/lack of sanitation and infrastructure/poor hygiene/no free healthcare)
- **How did Victorians treat children?** Child labour – children were used from as young as 3 to work (chimneys/workhouse/shoe shining/factories/mines). Linking to health and Dr Barnardo.
- **Why did so many people get ill?** Mortality rates were high, especially for the working class. Specifically looking at the outbreak of cholera and Dr Jon Snow. Living conditions and city sanitation meant that sewage entered the fresh water supply.
- **Who was Dr Barnardo and why was he so important?** Contrasting Victorian attitudes to poverty (Scrooge vs Thomas Barnardo) – Scrooge thinks the poor should be segregated and kept in the workhouse. T.B thinks they should have equal opportunities and chances to escape poverty

Links to other subjects

- Maths – mortality data changing over time/deathrate (stats), population increase
- Geography – maps/migration when people moved to towns, industrial areas, maps looking at the spread of cholera
- English texts/GR – Street Child, Lady of Shalott, Christmas Carol, War of the Worlds
- Art – William Morris
- RE – philanthropy