



PKC Coverage	General Aims of the History National Curriculum for KS1 and KS2
British History: an aspect of British history is studied in every year group	<ul style="list-style-type: none"> 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
History of the Wider World: history of the wider world is studied from Year 2 onwards, covering all aims of the NC including ancient civilisations, empires, non-European societies (e.g. Baghdad c.900 BCE)	<ul style="list-style-type: none"> 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
Substantive Concepts: substantive concepts are covered in every unit, developed across the curriculum and listed in the unit rationales.	<ul style="list-style-type: none"> gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’
Historical Enquiry: an understanding of the method of historical enquiry begins to develop from ‘Discovering History’ in Year 1 and is developed each year.	<ul style="list-style-type: none"> 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
Disciplinary Concepts: historical concepts are explored in every unit, and developed across the curriculum. Concepts covered in each unit are listed in the unit rationales	<ul style="list-style-type: none"> 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
Historical Perspective and Contexts: a wide range of contexts are studied and children are supported to make connections between the local, national and global, as well as between political, cultural, social and religious contexts.	<ul style="list-style-type: none"> 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