

History

Purpose of Study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Jersey's past, Britain 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 Jersey curriculum for history aims to ensure that all pupils:

- know and understand the history of the Island, 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
- 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.

Attainment Targets

By the end of each Key Stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets] or the content indicated as being 'non-statutory'.

Subject Content

Key Stage 1

Pupils should

- develop an awareness of the past, using common words and phrases relating to the passing of time
- 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
- 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
- understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at Key Stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Charles II and Sir Walter Raleigh, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.eg Battle of Jersey, Jersey in the Neolithic Period.

Key Stage 2

Pupils should

- continue to develop a chronologically secure knowledge and understanding of local Jersey, British and world history, establishing clear narratives within and across the periods they study
- note connections, contrasts and trends over time and develop the appropriate use of historical terms
- regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance

- construct informed responses that involve thoughtful selection and organisation of relevant historical information
- 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 local Jersey, British 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.

Pupils should be taught about:

Changes in Prehistoric Britain

Examples (non-statutory)

- Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture
- Prehistoric Jersey- La Hougue Bie, the Dolmens

Ancient Civilisations

Examples (non-statutory)

- The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following
- Ancient Egypt – a study of Egyptian life and achievements
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- Ancient Rome – a study of Roman life and achievements and their influence on the western world
- A non-European society that provides contrasts with British history – one study chosen from early Islamic civilisation including a study of Baghdad c AD 900, Mayan civilisation c AD 900, Benin (West Africa) c AD 900-1300, Aztecs

Invaders and Settlers

Examples (non-statutory)

- Roman invasion, settlements and withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Viking raids and invasion
- Norman conquest; Battle of Hastings and castles
- Battle of Jersey, Mont Orgueil

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 e.g. Castles, Victorians, Tudors, German Occupation

Examples (non-statutory)

- Tudors and Stuarts- Local Jersey example; Elizabeth Castle
- Victorians - for example the ship building industry in Jersey
- WW1 - Life in the trenches
- German occupation of Jersey and WWII
- A significant turning point in British history, for example, the first railways or the Battle of Britain

Key Stage 3

Pupils should

- extend and deepen their chronologically secure knowledge and understanding of local Jersey, British and world history, so that it provides a well-informed context for wider learning
- identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. They should use historical terms and concepts in increasingly sophisticated ways
- pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response
- understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.

In planning to ensure the progression described above through teaching the local Jersey, British 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.

Pupils should be taught about:

The study of an aspect or theme in history that consolidates and extends pupils' chronological knowledge from before 1066

Examples (non-statutory)

- a study in depth into a significant turning point: for example, the Neolithic Revolution
- the changing nature of political power in Britain, traced through selective case studies from the Iron Age to the present
- Britain's changing landscape from the Iron Age to the present
- a study of an aspect of social history, such as the impact through time of the migration of people to, from and within the British Isles
- Prehistoric Jersey; eg. La Hougue Bie etc.

The development of Church, state or society in Medieval Britain 1066-1509

Examples (non-statutory)

- the Norman Conquest
- Christendom, the importance of religion and the Crusades
- the struggle between Church and crown
- Magna Carta and the emergence of Parliament
- the English campaigns to conquer Wales and Scotland up to 1314
- society, economy and culture: for example, feudalism, religion in daily life (parishes, monasteries, abbeys), farming, trade and towns (especially the wool trade), art, architecture and literature
- the Black Death and its social and economic impact
- the Peasants' Revolt
- the Hundred Years War
- the Wars of the Roses; Henry VII and attempts to restore stability
- Mont Orgueil

The development of Church, state or society in Britain 1509-1745

Examples (non-statutory)

- the Renaissance and Reformation in Europe
- the English Reformation and Counter Reformation (Henry VIII to Mary I)
- the Elizabethan religious settlement and conflict with Catholics (including Scotland, Spain and Ireland)
- the first colony in America and first contact with India
- the causes and events of the civil wars throughout Britain
- the Interregnum (including Cromwell in Ireland)
- the Restoration, 'Glorious Revolution' and power of Parliament
- the Act of Union of 1707, the Hanoverian succession and the Jacobite rebellions of 1715 and 1745
- society, economy and culture across the period: for example, work and leisure in town and country, religion and superstition in daily life, theatre, art, music etc
- La Hougue Bie and/or Elizabeth Castle
- Witchcraft in Jersey

Ideas, political power, industry and empire: Britain, 1745-1901

Examples (non-statutory)

- the Enlightenment in Europe and Britain, with links back to 17th Century thinkers and scientists and the founding of the Royal Society
- Britain's transatlantic slave trade: its effects and its eventual abolition
- the Seven Years War and The American War of Independence
- the French Revolutionary wars
- Britain as the first industrial nation – the impact on society
- party politics, extension of the franchise and social reform
- the development of the British Empire with a depth study (for example, of India)
- Ireland and Home Rule
- Darwin's 'On The Origin of Species'
- Hamptonne
- Quetivel Mill
- Maritime History

Challenges for Britain, Europe and the wider world 1901 to the present day
In addition to studying the Holocaust, this could include:

Examples (non-statutory)

- women's suffrage
- the First World War and the Peace Settlement
- the inter-war years: the Great Depression and the rise of dictators
- the Second World War and the wartime leadership of Winston Churchill
- the creation of the Welfare State
- Indian independence and end of Empire
- social, cultural and technological change in post-war British society
- Britain's place in the world since 1945
- WW1 and the impact on Jersey
- WW2 and the occupation of Jersey

At least one study of a significant society or issue in world history and its interconnections with other world developments [for example, Mughal India 1526-1857; China's Qing dynasty 1644-1911; Changing Russian empires c.1800-1989; USA in the 20th Century]. 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. Rome 200BC-400AD, Aztec civilization.