



History

Our learning values

Confidence	Caring	Curiosity	Challenge	Creativity	Community
Copplestone pupils can present their ideas to others. They are aspirational in their learning. They discuss and debate about historical concepts.	Copplestone pupils take a pride in their learning. They listen to and value their peers. They listen to the viewpoints of others as historians.	Copplestone pupils ask questions. They are reflective learners. They learn about a wide range of history in different places. They can make comparisons to their own local history.	Copplestone pupils are self-motivated. They take risks. They persevere. They are able to learn about different important figures in history.	Copplestone pupils make connections in their learning. They can show their learning in different ways.	Copplestone pupils are collaborative. They share ideas and value the ideas of others. They are able to work in groups to research and learn about different periods of history.



Themes

Society and Community

Exploration and Invasion

Power

Conflict and Disaster

Disciplinary Concepts

Chronology

Evidence and Interpretation

Cause and Consequence

Change and Continuity

Similarity and Difference

Historical Significance

Curriculum Aims

1. 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.
2. 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.
3. Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
4. 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.
5. 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.
6. 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.