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TransformED

Northern Ireland Curriculum 2028

An entitlement to excellence and equity

History

Draft curriculum framework for Public Consultation

This document forms part of a suite of curriculum materials published for consultation

Contents

Vision statement

A study of history is humanising. Through it, young people extend their human sensibilities and imagination. As they gain insight into the richness and complexity of human experience, pupils develop a sense of their shared humanity and come to better understand themselves. Historical knowledge of diverse peoples and places gives pupils the perspective to understand a complex and fast-changing world, and to situate themselves, their families, communities and nations within it. Having historical perspective therefore helps pupils to understand their own, and others', identities. In taking them beyond their own experiences, a study of history challenges insularity.

In a high-quality history curriculum, substantive knowledge has a cumulative power. As knowledge builds over time, pupils develop coherent, flexible frameworks that enable them to navigate their way around the past and gain familiarity with a widening range of substantive concepts. These become more complex as they are encountered in different contexts. In a knowledge-rich curriculum, substantive knowledge is enabling. It unlocks pupils' interest in and access to subsequent content by making it easier to spot resonances and make associations. Secure, wide-ranging knowledge frees pupils to think historically and to connect narratives. It gives them the power to comprehend, construct and challenge generalisations.

Substantive knowledge in a knowledge-rich history curriculum is built through immersion in stories. Stories are told from different perspectives, at different scales and about different spheres of human life. As teachers weave and connect depth and overview, pupils can make meaning amid the complexity of the past: they can imagine the rich scenery and drama of a period setting, while making sense of larger narratives, descriptions and analyses. Encountering a range of texts about the past, including historical fiction, pupils further deepen their appreciation of the pleasure that comes from immersion in richly imagined worlds. Meanwhile, by studying varied sources, pupils develop an appreciation and enjoyment of the environment, material culture, art, music and literature of the past.

A rigorous history education fosters knowledge not just of the past itself, but of how we come to know about it. Pupils learn how and why different parts of the past come to be deemed historically significant, and the different purposes to which knowledge of the past can be put. Encounters with the work of historians and archaeologists show pupils how historical knowledge is produced, and the traditions of evidence and argumentation by which knowledge is established, contested and revised.

Learning to think historically means learning to ask distinctively historical questions, to reason evidentially, and to critically evaluate the stories people tell about the past. In these ways,

pupils come to see how the past shapes the way people narrate their lives and that taught narratives are themselves interpretations, open to question. Pupils also learn how to shape their *own* narratives and arguments. Their thinking gains discipline from learning how to recognise and exercise rigour through systematic analysis and argumentation. In learning how to structure and argue their own historical case, they also learn how to respond to others respectfully through dialogue and debate.

Young people who have learned to think historically develop dispositions that promote good judgement. Sceptical of over-simplifications and easy answers, they accept uncertainty, admit their limited capacity to know and are committed to truth-seeking. As pupils hone their moral sense and judgement, they come to see beyond their own personal values and experiences. A study of history therefore develops young people's tolerance towards others and inspires them to act in the world as thoughtful, responsible and effective citizens in a democratic society.

Subject-specific categories

The history curriculum is organised into two subject-specific categories:

- substantive knowledge
- disciplinary knowledge

Substantive knowledge

Through systematic building of connected substantive knowledge, pupils steadily gain interconnected frameworks which help them to find their way around a vast and complex past. Substantive knowledge is therefore much more than collections of facts; it is conveyed and learned through accounts such as narratives and descriptions which make the past meaningful by giving it shape.

As rich stories multiply and connect in pupils' heads, pupils build different types of frameworks at once. These include frameworks of time, space, vocabulary and types of human activity. Temporal frameworks help pupils to recognise features and notice change across various timespans, from vast eras and periods to specific developments or events. By studying history on different spatial scales, from local to global, pupils learn to recognise similarities and contrasts across diverse cultures and geographical areas. Pupils also gain a widening vocabulary for discerning, describing and explaining recurring social and political phenomena – such as 'empire', 'nation', 'government', 'constitution', 'culture', 'reform', 'migration', 'revolution' or 'rebellion'. Through the study of many spheres of human activity, from social, economic and environmental, to political, cultural and religious, pupils learn complementary types of historical knowledge which have been shaped around contrasting questions or themes.

Disciplinary knowledge

Disciplinary knowledge teaches pupils that history is not the same as the past. The past can neither be seen directly nor grasped fully. Rather, accounts of the past must be constituted by questioning sources, interpreting evidence, testing claims and shaping accounts which advance arguments. Pupils learn that historians and archaeologists shape their material to illuminate patterns across time and space or to explain why things happened. They learn that the practice of history requires judgement about the degree of certainty that can be attached to any claim. Across the key stages and building on secure substantive knowledge, pupils gradually become familiar with widening examples of historical practice, such as the work of archaeologists, oral tradition or academic scholarship. They learn how to find and test historical

coherence by arranging facts and theories into narratives, descriptions and arguments which answer disciplinary questions. In this way, pupils become familiar with diverse types of historical question – such as causation, change and continuity, similarity and difference, and consequence – and the different types of analysis that these contrasting types of question command.

Pupils also learn to interrogate a wide range of source material – including oral histories, digital sources, material culture, art, film and photography – and to synthesise their conclusions or integrate them into wider arguments. They learn that the environment around them, from buildings and industrial archaeology to landscape and language, all carry traces of the past. Pupils learn to recognise different social uses and interpretations of the past, such as commemoration, preservation, entertainment or propaganda. They learn that assumptions and judgements about the historical significance of past events are all around them, and that people ascribe historical significance to past events, groups or individuals in ever-changing ways.

Understanding and using history's subject-specific categories

The two categories are profoundly connected. When learning history, pupils are always either acquiring or consolidating substantive knowledge. When pupils are learning about the historical reasoning and practices involved in disciplinary knowledge, they are always using their substantive knowledge. They are either reframing that substantive knowledge using a disciplinary question or else they are learning how historians and archaeologists have done this. Through their disciplinary knowledge, pupils learn that different sorts of claims can be made about the past and that these are held with varying degrees of certainty and warrant.

Foundation Stage

In the Foundation Stage, pupils develop an awareness of the past, and an understanding that time stretches beyond their own life and memory. They develop a range of everyday and subject-specific vocabulary for talking about the past, and the passing of time. Through studying a range of rich stories of people, places and events, pupils learn about similarities and differences between past and present, and between different periods in the past. Pupils ask and answer simple questions about life in the past and learn about different ways of finding out about it.

Substantive knowledge

Pupils should learn about:

- aspects of the past within living memory (e.g. everyday life, transport, technology, events, community life)
- an aspect of everyday life through time (e.g. homes, schools, ships and seafarers, clothing)
- language for talking about the passing of time and time sequencing, including:
    - names given to different periods of time (e.g. days, months, years)
    - earlier, later, before, after, past, present, yesterday

Through a selection of stories about historical figures and events from contrasting periods and places, pupils should learn about:

- how individuals (e.g. Alexander the Great, Lief Erikson, Saint Patrick, Grace O'Malley, Samuel Pepys, Mary Anning, Florence Nightingale, Helen Keller, Mahatma Gandhi) shaped and were shaped by the world in which they lived
- typical characteristics of the period and place, including:
    - how people lived and worked
    - beliefs and culture
    - the built environment
    - material culture

Key Stage 1

In Key Stage 1, pupils continue to learn about the past by listening to a range of stories about people and events from contrasting periods and places. As they progress through the Key Stage, pupils learn about the past through stories told at different scales, both small, human-scale stories and larger overviews. Through these stories, pupils gain a nascent chronological framework and develop their knowledge of similarities and differences between past periods and the present. During this key stage, pupils begin their more systematic, chronological study of the past, laying foundations for their ongoing study of history that will eventually move through all periods of human history. This means that they learn about the first humans and the early migrations. They learn about ways of life during the Stone Age in Britain, Ireland and the world. Pupils expand their vocabulary of common words and phrases used to describe time and the passing of time.

Key Stage 1 expands pupils' knowledge of how we come to know about the past by introducing a range of source types. By studying an aspect of the past in their own locality, pupils respond to their surroundings and connect the past to their own lives. Pupils develop an understanding of how their locality's history has shaped and been shaped by wider events and developments, and an awareness that history happens where they live.

Substantive knowledge

Pupils should learn:

- about historically significant events, individuals, places or objects in their localities (e.g. St. Moninna and the Church of Killeavy, Struell Bathhouses and Wells, Carrickfergus Castle, La Girona Treasures, the Derry Walls, Hilden Mill, the industrial village of Edenderry, Belfast shipyards)
- about some historically significant events in British, Irish and wider world history spanning contrasting periods and places (e.g. the first Olympics; Hannibal's march over the Alps; the creation of the Book of Kells; the Viking settlement of Dublin; the building of Tenochtitlan; the Muslim conquest of Constantinople; Elizabeth I and the Spanish Armada; the invention of the printing press; the opening of the first public railways; Edison's invention of the lightbulb; the discovery of Tutankhamun's tomb; the first moon landing)
- some stories of historically significant individuals from contrasting periods and places who reveal characteristic features of the world in which they lived, including:

- travellers and explorers (e.g. Ernest Shackleton, Charles Darwin, Amelia Earheart, Sir Edmund Hillary and Tenzing Norgay, Valentina Tereshkova, the Polynesian wayfinders and Easter Island)
- inventors, scientists and mathematicians (e.g. Alexander Graham Bell, Leonardo da Vinci, Al-Khwarizmi, Ada Lovelace, Isaac Newton, Alan Turing, Marie Curie, Robert Boyle, Rosalind Franklin)
- campaigners (e.g. Isabella Tod, Lord Shaftesbury, Eva Gore Booth, Martin Luther King, Rosa Parks)
- rulers (e.g. Cleopatra, Brian Boru, Genghis Khan, Elizabeth I)

The first humans, early migrations and the Stone Age in Britain, Ireland and the world

Pupils should learn about the Stone Age in Britain, Ireland and the world through a blend of overview and depth, integrating elements of the following:

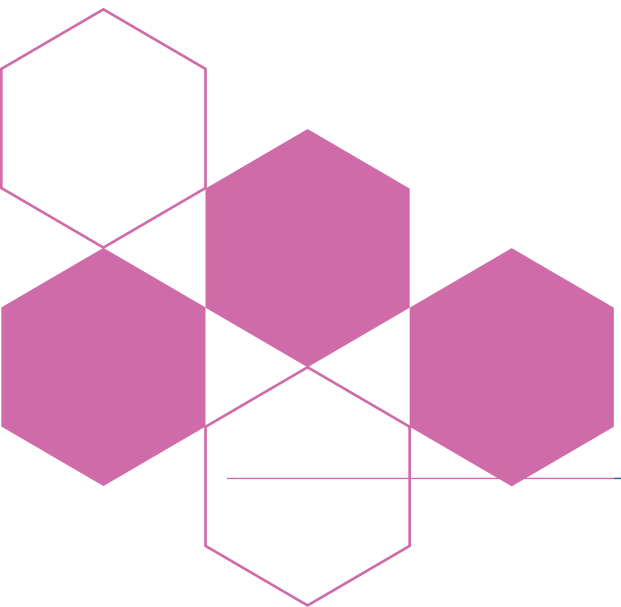
- migrations of the first humans from Africa, including the arrival of humans in Britain and Ireland
- changes in how people lived in hunter gatherer societies (e.g. stone tools, control of fire, domestication of dogs; increasingly complex hunting techniques)
- the development of farming in the Neolithic period, including the introduction of farming to Britain and Ireland by Neolithic settlers
- how Neolithic people lived, including early settlements (e.g. Mountsandel, Skara Brae or Starr Carr) and their material culture (e.g. wooden housing, weapons and tools, pottery, log boats, bone and wooden objects – needles, combs, flutes, ladles, jewellery)
- Neolithic art and ceremonial symbols, including local megalithic monuments or tombs and objects found in them (e.g. the Ulster Court Tombs, Newgrange, the Giant's Ring, Annaghmare Court Tomb or the Céide Fields)

Disciplinary knowledge

Pupils should learn:

- to use time conventions, dating and periodisation conventions, including:
  - the contrasting conventions of BC / AD and BCE / CE
  - centuries, decades, years
  - the names of periods studied

- to use common words and phrases to talk about the passing of time, sequencing, and comparison
- to ask and answer questions about the past using sources
- to select and organise information to tell stories about the past
- about some of the most common types of sources archaeologists and historians use to learn about the past studied, including tombs, monuments, potsherds, weapons, tools, letters, photographs, paintings, speeches



Key Stage 2

In Key Stage 2 pupils begin to flesh out the broad chronological framework that they gained in Key Stage 1. Building on their Key Stage 1 study of the Stone Age, pupils develop a coherent understanding of the key characteristics and developments of the Bronze and Iron Ages, including in Britain and Ireland. By studying contrasting examples of civilizations, pupils spot resonances that enable them to discern patterns of change and continuity over time, as well as similarities and differences in governments, societies, cultures and economies. Through these civilizations, pupils accumulate a rich array of examples with which to furnish their understanding of historical concepts such as empire, government, ritual, culture, democracy and hierarchy. World civilizations provide context for corresponding developments in Britain and Ireland, while also helping pupils to see connections between Britain and Ireland and wider worlds, forged through conquest, migration, culture, religion, travel and trade.

By the end of the key stage, pupils will have extended their Key Stage 1 knowledge of sources with new examples of sources afforded by the study of ancient civilizations and the early medieval period. Pupils also learn about the ways in which historians and archaeologists search for, interrogate and use sources to construct knowledge about the past. They learn about some of the challenges and opportunities that sources from these periods present.

Substantive knowledge

The first cities and civilizations

By studying and comparing two or more of Egypt, Mesopotamia, the Indus Valley civilization and the Yellow River Valley civilization, pupils should learn about:

- causes and consequences, including climate and environment, of the farming revolution in the ancient world
- where, how and why the first cities grew (e.g. Uruk, Ur, Harappa, Memphis, Zhengzhou)
- how people lived, worked and were governed (e.g. evidence of the vast workforce that constructed the Stone Cone Temple in Uruk; living, farming and water management around the River Nile)
- religious beliefs and practices (e.g. the earliest stories about interactions of deities, rulers and monsters, such as the Epic of Gilgamesh; Egyptian beliefs about death)

- culture, art and symbolism, including writing, monumental buildings, prestige and ceremonial objects (e.g. ziggurats, pyramids, stelae, temples, clay tablets, oracle bones, domestic tools, bronze vessels, pottery, jewellery and figurines)
- travel, trade and warfare (e.g. evidence of trade between Mesopotamia and the Indus Valley)
- how and why these civilizations declined

Britain and Ireland during the Bronze and Iron Ages, c.2500 BCE to c.400 CE

Pupils should learn about Britain and Ireland during the Bronze and Iron Ages through a blend of overview and depth, integrating aspects of the following:

- how people lived, worked and were governed in Bronze Age Ireland, including the development of túatha, and the development and impact of metalworking
- Celtic peoples in Britain and Ireland, including:
    - migration and settlement
    - how peoples lived, worked and were governed
    - their religious beliefs and practices, including sacred landscapes (e.g. pools and caves, votive offerings)
    - languages and alphabet; law and culture
- a local study of a Bronze Age or Celtic site (e.g. Corrstown village, Navan Fort, Belfast Hills, Rathlin Island, Drumena Cashel)

Iron Age empires: Greece and Rome, c.800 BCE to c.400 CE

Pupils should learn about ancient Greece and Rome through a blend of overview and depth, integrating aspects of the following:

- contrasting types of government in the Greek city states (e.g. Sparta, Athens)
- philosophy and religion, art and culture in ancient Greece
- cultural and military encounters between ancient Greece and wider worlds (e.g. trade between empires; the Greco-Persian wars; the influence of Egyptian religion and art; Greek trade with peoples of the African continent)
- stories to illustrate major changes in Rome's government, from monarchy to republic to empire (e.g. 'Tarquin the Proud'; how Julius Caesar gained power; the Emperor Augustus)
- the expansion of the Roman empire (e.g. Punic Wars), including the Roman conquest of Britain

- how people lived and worked in the Roman world (e.g. shops and street life; food; entertainment; the baths; Roman gods and worship; domestic life)
- Christianity in the Roman Empire, the division of the Roman Empire into eastern and western halves, and the decline of the western Roman Empire

Changes in knowledge, ideas and beliefs in Europe and the wider world, c.300 CE to c.1100 CE

Pupils should learn about changes in knowledge, ideas, and beliefs in Europe and the wider world through a blend of overview and depth, integrating aspects of the following:

- the spread and development of Christian practices and institutions in western Europe, including:
    - the organisation of the church into parishes
    - the establishment of the papacy
    - the cult of saints and development of pilgrimage
- the arrival and impact of Christianity in Ireland, including the role of Saint Patrick
- monasteries and cathedral schools as centres of knowledge and learning in western Europe (e.g. Cluny, Clonmacnoise, Iona, Canterbury, Bangor Abbey)
- how conquest, travel and trade contributed to the spread of knowledge within and between different parts of the world, including trade along the Silk Roads and how Muslim cities became centres of knowledge and learning

Migrations and settlement in Britain and Ireland c.400 CE to c.1100 CE

Pupils should learn about migrations and settlement in Britain and Ireland by Angles, Saxons, Jutes, Vikings and Normans through a blend of overview and depth, integrating aspects of the following:

- contrasting patterns of migration and settlement (e.g. Gildas's and Bede's accounts of the arrival of Germanic-speaking tribes; Viking raids up the rivers Boyne, Liffey and Shannon and on monastic houses such as Lindisfarne and Bangor Abbey; Viking longphorts and their development into Irish towns; the Norman conquest of England) and mixing of cultures (e.g. Irish Celtic, Anglo-Saxon and Greek influences on the Lindisfarne Gospels; Saxon, Norse and Norman influences on the development of English)
- everyday life (e.g. everyday objects and tools found at Ballinderry Crannog; Anglo-Saxon village of West Stow; the use of wood in Viking houses, ships and furniture)
- responses to migrant groups (e.g. Aethelflaed's defence of Chester from the Dublin Vikings; Brian Boru's victory over the Vikings at the Battle of Clontarf; Hereward the Wake's rebellion against the Normans)

- forms of government (e.g. the formation of Anglo-Saxon kingdoms; the Viking Kingdom of Dublin; the creation of the Danelaw; William the Conqueror's exertion of control through castle-building and the Domesday survey and book)
- trade and craftsmanship, and connections to the wider world (e.g. connections between Dublin and York; the emergence of Dublin as an important slaving port; Anglo-Saxon ship burial at Sutton Hoo; finds at Tintagel Castle from north Africa, southern Spain, France, Greece and Asia Minor; how St Augustine's mission reconnected Britain with Rome and European monasteries)

A theme or local study that extends in time beyond 1100 CE

Pupils should learn about:

- a theme that illuminates change over time, such as:
    - political power (e.g. empires, rulers, rebels)
    - society and culture (e.g. domestic life, migration, leisure pursuits, cities through time)
    - changes in technology (e.g. ships, farming and the landscape)

OR

- an aspect of local history after 1100 CE (e.g. castles; the Great Famine; the linen industry; Belfast shipyards and the Titanic; life in a Victorian town; migrant communities in Belfast in the nineteenth century)

Disciplinary knowledge

Pupils should learn:

- to use time conventions to talk about the past and the passing of time
- to situate the periods, places, developments, events and individuals they study within their growing chronological framework and to identify connections, contrasts and trends over time
- to draw on relevant substantive knowledge to answer contrasting types of historical question, including questions about cause, consequence, change and continuity, similarity and difference, and evidential issues
- about the most common types of sources from periods studied, including:
    - material culture (e.g. manufacture, use and meaning of tools, weapons, pottery, ornaments, domestic objects, artefacts for writing such as clay tablets, papyrus, parchment)
    - buildings (e.g. ziggurats, temples, evidence of settlements)

  - written sources (e.g. Egyptian hieroglyphics, Greek literature, Roman graffiti, early medieval hagiographies, chronicles)
  - art, sacred and ceremonial objects (e.g. cave paintings, mosaics, reliquaries, regalia)
- about particular puzzles, opportunities and challenges that sources from the period have presented to archaeologists and historians, including:
  - difficulties of translation and interpretation (e.g. the Rosetta Stone; symbols on the Indus Valley seals; interpreting medieval miracle books)
  - scarcity of source material
  - difficulties in accessing the lives and perspectives of ordinary people
- to make inferences from linked pairs and groups of sources
- about different ways in which the past gets interpreted and represented in subsequent accounts

Key Stage 3

In Key Stage 3 pupils further expand their chronological frameworks. They develop a coherent knowledge of key characteristics and developments in British, Irish and Northern Ireland history from 1100 to the present day. These histories are set in a wide geographical context, enabling pupils to see the ways in which Britain, Northern Ireland and Ireland shaped, and were shaped by, the wider world. Through studying contrasting societies across time, pupils discern patterns of change and continuity, and similarities and differences in their cultures, governments and economies. Building on the knowledge they gained in Key Stages 1 and 2, pupils deepen their understanding of substantive concepts such as empire, settler, church, revolution, migrant, culture, resistance and institution.

Pupils extend their knowledge of period-specific sources, built in Key Stages 1 and 2, and of the opportunities and challenges which sources afford. By expanding their knowledge of disciplinary methods and procedures, pupils develop their understanding of how archaeologists and historians test and renew their claims and build new accounts of the past. Pupils build on knowledge of interpretations of the past gained in Key Stage 2 by learning about different types of interpretations, the range of people who produce and use them, and the differing purposes for which the past is used.

Substantive knowledge

Contested power and connected worlds: Britain, Ireland and the wider world c.1100 CE to c.1400 CE

Pupils should learn about Britain, Ireland and the wider world between c.1100 and c.1400 CE through a blend of overview and depth, integrating aspects of the following:

- the expansion of English power and resistance to it in Wales, Scotland and Ireland, including the Norman conquest of Ireland
- struggles for power between kings, lords and the church, and the emergence of parliaments in England and Ireland
- Gaelic Irish and Anglo-Irish cultures and connections between them
- daily life, social hierarchies, economies and trade in the countryside and towns, including the effects of the Black Death
- the influence of Christianity on daily life, culture and learning

- Europe's growing connections with the world through trade networks and travel (e.g. the astrolabe and compass, Marco Polo's travels along the Silk Roads to China)
- different kinds of encounter between Christian, Jewish and Muslim worlds (e.g. Norman Sicily, the Crusades, exchanges of ideas in the twelfth-century renaissance)

Movements of people, movements of ideas: Britain, Ireland and the wider world c.1400 CE to c.1600 CE

Pupils should learn about Britain, Ireland and the wider world between c.1400 and c.1600 CE through a blend of overview and depth, integrating aspects of the following:

- intensifying English control over Ireland and responses and resistance to it, including Scottish migration to Ireland and the beginnings of settlement
- innovations in science, philosophy, medicine and the arts during the European Renaissance (e.g. Nicolaus Copernicus, Erasmus, Michaelangelo, Andreas Vesalius, Sofonisba Anguissola) including the effects of the printing press on knowledge transmission and the development of literacy and print cultures
- Europe's growing connections with the world through trade networks and exploration, including the origins of the transatlantic slave trade (e.g. the search for direct sea routes between Europe and Asia; Portuguese voyages along the west African coast; Magellan's circumnavigation of the world; Spanish conquests of the Mexica and Inka; Cabot's voyages to North America; the establishment of English colonies in North America)
- the origins and spread of the Reformation across Europe and differing responses to it in England, Scotland and Ireland

Contrasting kingdoms and empires c.1100 CE to c.1600 CE

Pupils should learn about:

- two examples of contrasting kingdoms, empires or societies beyond Europe (e.g. the Christian empire of Ethiopia; the kingdom of Benin; the Inka empire; Genghis Khan and the Mongol Empire; the Mali Empire; the Mughal Empire; the Powhatan Confederacy)

Colonisation, control and constitutions: Britain, Ireland and the wider world, c.1600 CE to c.1800 CE

Pupils should learn about Britain, Ireland and the wider world between c.1600 and c.1800 CE through a blend of overview and depth, integrating aspects of the following:

- the development of European empires, the growth of the transatlantic slave trade, and the experiences, responses and resistance of colonised and enslaved peoples (e.g.

the East India Company; the emigration of Ulster Scots to the southern US states and Caribbean; Metacom's War in New England; maroon communities in Jamaica; how the Gullah people continued their cultural practices in South Carolina)

- the evolving relationship between monarchy and Parliament in the seventeenth century (e.g. the Wars of the Three Kingdoms; the restoration of the monarchy; the events of 1688)
- the expansion and consolidation of English and later British power in Ireland, including the impact of Cromwell's campaigns and the Williamite wars, and evolving methods of British political, military and economic control (e.g. the Penal Laws; Irish Parliament; land ownership; enclosure)
- experiences of migration, settlement and political change in Ireland, including protest and reform efforts and developments leading to the 1801 Act of Union, including the 1798 rebellion
- a major political revolution in the eighteenth-century (e.g. the American Revolution; the French Revolution; the Haitian Revolution)

Movements and machines, reform and reaction: Britain, Ireland and the wider world, c.1800 CE to c.1870 CE

Pupils should learn about Britain, Ireland and the wider world between c.1800 and c.1870 CE through a blend of overview and depth, integrating aspects of the following:

- the diverse impact of new inventions and technologies on farming, industry, transport and the environment in Britain and Ireland during the Industrial Revolution, including:

  the mechanisation of farming and developments in selective breeding

  - the introduction of four-fold crop rotation and enclosure
  - the refinement of the steam engine
  - the adoption of the factory system
  - the development and spread of canals and railways
- fluctuations in Ireland's populations, including the impact of the Great Famine and migrations, and the experiences of Irish migrants abroad
- opportunities and problems created by the growth of industrial towns and cities, including environmental degradation and new social relations and urban cultures
- political reform movements in Ireland and responses to them (e.g. campaigns for Catholic Emancipation and Home Rule, the development of unionism)

- living and working conditions in Ireland and efforts at reform from above and below (e.g. land reform legislation; the creation of trade unions; campaigners such as Mary Ann McCracken, Robert Owen, William Walker)

Changing minds: changes in knowledge and ideas c.1600 CE to c.1900 CE

Pupils should learn about changes in knowledge and ideas between c.1600 and c.1900 CE through a blend of overview and depth, integrating aspects of the following:

- developments in scientific knowledge, methods and practices (e.g. the Royal Society; discoveries in physics, astronomy, mathematics and the natural sciences; new scientific tools such as Leeuwenhoek's and Galileo's use of lenses in microscopes and telescopes; the sextant and maritime navigation; Röntgen's discovery of X-rays)
- changing understandings of religious, social and political worlds among European writers, artists, thinkers and rulers during the Enlightenment (e.g. Edmund Burke, Jonathan Swift, Joseph Wright of Derby, Thomas Paine, Catherine the Great, Mary Wollstonecraft)
- the effects of industrialisation and urbanisation on political ideas (e.g. arguments for the extension of the franchise; the emergence of socialist ideas; Samuel Smiles and self-help)

Challenges to old orders: c.1900 CE to c.1945 CE

Pupils should learn about challenges to political, social and economic orders during the first half of the twentieth century through a blend of overview and depth, integrating aspects of the following:

- war, revolution and the creation of Northern Ireland and the Irish Free State
- the First World War, including its origins and war-time British and Irish experiences on the frontlines and at home (e.g. the Battle of the Somme; the social consequences of war on the home front; the contributions of Belfast shipyards, foundries, flax mills and munitions factories to the British supply chain)
- changes and contrasts in the economies, social lives, cultures and identities of Northern Ireland and the Irish Free State
- the development of totalitarian political systems (e.g. Nazi Germany, Fascist Italy, Communist Russia)
- the Second World War, including its origins, the war-time roles and experiences of Northern Ireland and Great Britain, Ireland's neutrality and the Holocaust (e.g. Hitler's invasion of Poland; the Dunkirk evacuation; the impact of the Blitz on Belfast and on British cities; the strategic importance of Northern Ireland ports; the differing experiences of armed forces in global theatres of war; D-Day)

Searches for new orders in the post-war world

Pupils should learn about significant political, social, economic and cultural developments after 1945 through a blend of overview and depth, integrating aspects of the following:

- the emergence of post-war political world orders and struggles between global superpowers during the Cold War, including efforts to create rules-based political and economic orders and institutions (e.g. the United Nations, NATO, International Criminal Court, the European Economic Community)
- economic and social challenges, efforts at modernisation and the expanding role of the state in Northern Ireland, including:
    - the effects of industrial decline
    - the introduction of the welfare state, education, agricultural, industrial and housing reforms
- the effects of changing technologies (e.g. nuclear weapons; computer and communications technologies)
- colonial independence movements and the collapse of European empires
- contrasting examples of movements for civil rights (e.g. US black civil rights movements; the Northern Ireland Civil Rights Association; the South African anti-Apartheid movement; campaigns for sex and gender equality; campaigns for disability rights)
- the origins and course of the Troubles, peace processes and legacies of conflict in Northern Ireland

Ordinary lives in Northern Ireland after 1945

Through one or more local studies, pupils should learn about aspects of the following:

- the effects of a growing consumer culture on daily life (e.g. the impact of household appliances on domestic life; the role of supermarkets in changing food and diet; the impact of cars on leisure pursuits)
- changes in society (e.g. the changing roles of men and women; changing patterns of migration; changes in education, leisure activities and popular culture)
- shifts in social attitudes (e.g. the legalisation of divorce; decriminalisation of homosexuality; the growing secularisation of society)
- the experience of ordinary life during the Northern Ireland Troubles (e.g. how political violence and security measures affected everyday routines, travel and community relations; the search for safety and security and the role of family and neighbourhoods in sustaining daily life; efforts to create non-sectarian spaces such as the Peace People and the emergence of non-sectarian recreations such as punk)

Disciplinary knowledge

Pupils should learn:

- to situate the periods, places, developments, events and individuals they study within their growing chronological framework and to compare periods and places and identify connections, contrasts and trends over time
- to construct their own narratives and arguments, shaping them to suit the demands of contrasting types of historical question, including questions about causation, consequence, change and continuity, similarity and difference, and evidential issues
- to use sources and source collections to frame, and provide evidence for, their own historical enquiries
- about common types of sources from the periods studied, including:
    - material culture (e.g. sacred objects, tools and weapons, consumer goods, household objects)
    - the built environment (e.g. statues, buildings, streets, public spaces)
    - texts (e.g. letters, diaries, government records, telegrams, emails, newspapers)
    - oral sources (e.g. speeches, recordings or oral testimony, oral traditions)
    - visual and multimedia sources (e.g. woodcuts, engravings, cartoons, paintings, photographs, film)
- about evidential processes and methods used by archaeologists and historians to test claims and build accounts about the past and the challenges and opportunities associated with sources from the particular periods studied
- about how and why parts of the past come to be seen as historically significant, the different purposes for which the past is sometimes used, and how and why some parts of the past come to be disregarded or forgotten.
- about different types of interpretation of the past, including both scholarly and popular interpretations, and their construction
- to deconstruct interpretations of the past, analysing how and why they were produced, including their purposes, audiences, impact and validity

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