

# Historical, geographical and social understanding

Learning in this area should include an appropriate balance of focused subject teaching and well-planned opportunities to use, apply and develop knowledge and skills across the whole curriculum.

## Curriculum aims

This area of learning contributes to the achievement of the curriculum aims for all young people to become:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society.

## Why is this area of learning important?

This area of learning stimulates children's curiosity to investigate the world and their place within it. Engaging children in questions about people and events in the past helps them understand the present and prepare for the future. Understanding people's relationships with the physical and built environment helps them form ideas about how to live. They learn about the impact of their actions on the planet and understand the importance of developing a future that is sustainable. Through exploring cultures, beliefs, faiths, values, human rights and responsibilities, children develop a deeper understanding of themselves and others, and a sense of belonging.

Historical, geographical and social understanding encourages children to interpret the world around them, from the local to the global. They become aware of how communities are organised and shaped by people's values and actions, and how communities can live and work together. They begin to understand how events that happened long ago or in other countries can affect our lives today and how we can help shape the future.

In these ways, children learn about similarities, differences, diversity and how we live in an interdependent world. They learn about right and wrong, fairness and unfairness, justice and injustice. Their growing understanding helps them make sense of the world and prepares them to play an active role as informed, responsible citizens.

## Explanatory text:

## 1. Essential knowledge

Children should build secure knowledge of the following:

- a. how the present has been shaped by the past, through developing a sense of chronology, exploring change and continuity over time, and understanding why things happened
- b. how and why places and environments develop, how they can be sustained and how they may change in the future
- c. how identities develop, what we have in common, what makes us different and how we organise ourselves and make decisions within communities
- d. how people, communities and places are connected and can be interdependent.

## 2. Key skills

These are the skills that children need to learn to make progress:

- a. undertake investigations and enquiries, using various methods, media and sources<sup>1</sup>
- b. compare, interpret and analyse different types of evidence from a range of sources
- c. present and communicate findings in a range of ways and develop arguments and explanations using appropriate specialist vocabulary and techniques
- d. consider, respond to and debate alternative viewpoints<sup>2</sup> in order to take informed and responsible action.

### Explanatory text:

1. This includes carrying out visits and fieldwork, using maps, films, and artefacts, and using digital information such as geographical information systems (GIS) and weather data, databases and the internet.
2. Including using ICT to consider viewpoints from people in remote locations.

### 3. Breadth of learning

- a. The range of learning should encompass local, national and global contexts. In these contexts, children should learn about the ways people, communities, places and environments have changed over time, and how they are interconnected.
- b. Through the study of people and communities, children should find out about the main political and social institutions that affect their lives. They should have opportunities to find out about issues and take action to improve things in their communities and make a positive contribution to society. They should engage with different representatives from the community<sup>3</sup>. Children should explore issues of justice, rights and responsibilities in their own contexts, as well as issues affecting the wider world.
- c. Children should use fieldwork, first-hand experience and secondary sources<sup>4</sup> to find out about a range of places and environments, including their own locality, a contrasting area in the UK and a different locality in another country. Children should explore views and opinions about local and global issues including sustainability, climate change, poverty, resource use and recycling. They should develop and extend local and global links through communications and collaboration tools<sup>5</sup>.
- d. The study of the past should include aspects of local, British and world history. Children should have opportunities to study the past in outline and in depth, covering different societies and periods of history from ancient times to modern day. They should use dates and vocabulary concerned with the passing of time, placing events, people and changes within a broad chronological framework. Children should use a range of sources of information<sup>6</sup> and visit historic buildings, museums, galleries and sites.

#### Explanatory text:

3. Including those in business, public and voluntary sectors.
4. Including maps, charts, globes, GIS and ICT, film, books and devices such as data logging.
5. Such as email, video conferencing and podcasting.
6. Such as documents, printed sources, pictures, photographs, artefacts, databases and ICT-based sources including using data handling software to collate and analyse data.

## 4. Curriculum progression

The overall breadth of learning should be used when planning curriculum progression. Children should be taught:

EARLY <sup>7</sup>	MIDDLE	LATER
<b>Across the area of learning</b>		
<p>E1. to find out about the key features of their own locality<sup>8</sup>, and how it has changed over time</p> <p>E2. to explore how people's ways of life, including their own, change with location and time<sup>9</sup></p> <p>E3. about the links between their locality and other places in the UK and beyond<sup>10</sup></p> <p>E4. to find out about the lives of significant people and events from the past and the present<sup>11</sup></p> <p>E5. to investigate issues, express views and take part in decision-making activities to improve their immediate environment or community<sup>12</sup></p> <p>E6. to use the internet and other digital sources and simulations to find out about significant issues, events and people, and to explore remote and imaginary locations</p> <p>E7. the importance of rules and to recognise the difference between right and wrong and what is fair and unfair.</p>	<p>M1. how identities, communities, cultures and traditions have changed and are changing over time</p> <p>M2. to identify patterns in communities, places and past events by searching for and locating information using keywords, and carrying out searches and surveys<sup>13</sup>.</p>	<p>L1. how societies have been organised and governed in different ways and at different times<sup>22</sup></p> <p>L2. to distinguish between fact and opinion and make choices about sources of on-line information to find out about communities, locations and events</p> <p>L3. to investigate local and global issues by using ICT to analyse and process data<sup>23</sup>.</p>
<b>Citizenship</b>		
	<p>M3. to understand how people can take actions and have a say in what happens locally and nationally<sup>14</sup></p> <p>M4. to consider issues affecting communities, and reflect on the impact of people's actions on others and the environment<sup>15</sup></p> <p>M5. to understand why laws are made and how they are applied justly<sup>16</sup>.</p>	<p>L4. how rights need to be balanced to protect individuals and communities from injustice<sup>24</sup></p> <p>L5. to engage actively with democratic processes, and address issues of concern to them through their actions and decision making<sup>25</sup></p> <p>L6. that communities and the people within them are diverse, changing and interconnected</p> <p>L7. to consider how people can live and work together to benefit their communities.</p>
<p><b>Explanatory text:</b></p> <p>7. Each area of learning should build on children's experiences and development in the Early Years Foundation Stage to ensure continuity of curriculum provision and their continuing progress.</p> <p>8. Examples of physical features include rivers, hills etc; human features include roads, shops, buildings etc; community features include police, community leaders or mayor.</p> <p>9. This includes changes to life at school, work, leisure and home.</p> <p>10. This includes physical communication, trade and movement of people or ideas.</p> <p>11. For example, people such as explorers, inventors, rulers, and events that are commemorated, other events that are significant to the children's own lives.</p> <p>12. This involves working with others to explore issues of similarity and difference, right and wrong, fairness and rules, and making simple decisions within their group, class or school.</p>	<p><b>Explanatory text:</b></p> <p>13. Including using data handling software to collate and analyse data.</p> <p>14. This includes learning simple features of democracy and how decisions can be made through elections and voting, campaigning, debate and raising awareness of issues including the use of ICT to extend the reach of such activities.</p> <p>15. This includes learning about rights and needs humans have and how rules and laws can protect rights and the environment.</p> <p>16. This includes issues about right and wrong, why we need laws, the consequences of crime and anti-social behaviour for communities and the role of the police in protecting people.</p>	<p><b>Explanatory text:</b></p> <p>22. This includes how different societies in the past were ruled as well as key features of local and national government in the UK today. The study of the UK today could include what the local councillor or MP does to represent people and the role of the local council and parliament. Often this includes learning through practical participation, for example, in the student council.</p> <p>23. Including census, weather and GIS data.</p> <p>24. Examples of rights and responsibilities might include: at school, the right to learn and responsibility not to disrupt other children from learning; in the neighbourhood, the right to be safe, including from discrimination, and responsibility not to hurt others physically or emotionally.</p> <p>25. Democratic and responsible actions could be within the class, school or wider community and might include taking part in a debate on an issue affecting the community, voting in a class or school election, raising awareness about issues of concern and trying to improve the environment for others.</p>

## Geography

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| <p>M6. where significant places are located in the UK, Europe and the wider world<sup>17</sup></p> <p>M7. to identify similarities and differences between places and environments, and understand how they are linked<sup>18</sup></p> <p>M8. to appreciate the relationship between the physical, built and economic environments</p> <p>M9. how different ways in which people live around the world sometimes have consequences for the environment and the lives of others.</p> | <p>L8. a range of factors that cause change in the physical and human world in different places<sup>26</sup></p> <p>L9. how human patterns and distributions are influenced by both human and physical geography</p> <p>L10. about the factors that affect weather and climate</p> <p>L11. ways in which environments can be managed sustainably and why this is important now and in the future.</p> |
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## History

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| <p>M10. to explore the different ways we can find out about the past and how to understand the evidence<sup>19</sup></p> <p>M11. how significant events, developments or individuals and groups have influenced their locality, the UK and beyond<sup>20</sup> in the recent and distant past</p> <p>M12. about the movement and settlement of people in different periods of British history, and the impact these have had<sup>21</sup>.</p> | <p>L12. the characteristic features of and changes within two key periods of history that were significant to the locality and the UK<sup>27</sup></p> <p>L13. the effects of economic, technological and scientific developments on the UK and the wider world over time<sup>28</sup></p> <p>L14. to understand the broad chronology of major events in the UK, and some key events in the wider world, from ancient civilisations to the present day, and to locate within this the periods, events and changes they have studied.</p> |
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### Explanatory text:

17. Significant places might include the countries and major cities that make up the UK, and the EU, other major countries and cities of the world, together with the major oceans, rivers and mountain ranges.
18. This includes a study of their own locality, a contrasting locality in the UK and a different locality in another country.
19. This includes primary and secondary sources, artefacts documents, photographs, film, accounts – not all sources of evidence are as reliable as others and the past has been represented and interpreted in different ways, including on-line sources.
20. For example, the building of castles, the plague, industrialisation, or the work of a well-known local person and their effect on the local area and beyond.
21. For example, the impact of the invasion and settlement of the Romans, Anglo-Saxons, Vikings, Normans or more recent immigration.

### Explanatory text:

26. Including erosion and deposition and patterns of climate.
27. As well as British history, one of the periods studied could be taken from European or world history.
28. For example, the impact of changes in transport and technology in the last 200 years: the development and impact of roads, canals and railways in the eighteenth and nineteenth centuries; car manufacture and developments in aviation in the twentieth centuries; the impact of changes in transport on the local area.

## 5. Cross-curricular studies

Children should have opportunities:

- a. to develop and apply skills of literacy, numeracy and ICT, particularly through reading and analysing historical documents, using maps, charts and measurements in fieldwork, and interrogating databases of information about people and services
- b. to extend their personal, emotional and social development, particularly by learning to work collaboratively with others in community activities to improve the environment and to carry out first-hand investigations in their locality
- c. to enhance their historical, geographical and social understanding through making links to other areas of learning and to wider issues of interest and importance, particularly through linking studies of sustainability to the impact of choices in economic wellbeing, linking studies of the material impact of geographical process such as erosion to the study of forces and materials in science, and linking studies of laws and justice to notions of rights and fairness in personal wellbeing.