



THERE BUT NOT THERE
— COMMEMORATE. EDUCATE. HEAL —



CWGC
Commonwealth War Graves Commission

Key Stage 2

England

History

- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament'.
- 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.
- Content example: a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

Citizenship

NB: This programme is non-statutory and schools are not required to follow it.

- Students develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions.

Knowledge, skills and understanding

- Developing confidence and responsibility and making the most of their abilities.
- Pupils should be taught to talk and write about their opinions, and explain their views, on issues that affect themselves and society.

Pupils should be taught:

- To research, discuss and debate topical issues, problems and events.
- Why and how rules and laws are made and enforced, why different rules are needed in different situations.
- To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences.
- To resolve differences by looking at alternatives, making decisions and explaining choices.
- To recognise the role of voluntary, community and pressure groups.

Northern Ireland

The World Around Us

Students should learn:

- How places locally and globally, influence identity, way of life and culture.
- About some of the special events which are important in their lives and the life of the locality.
- That human events in the past have brought about change in places.
- How developments, such as farming and industry, impacted on places in the past.
- About some positive and negative changes in the locality caused by human/natural events.
- That some human events in the past impacted globally.

Personal Development and Mutual Understanding

Students should learn about:

- Human rights and social responsibility
- Causes of conflict and appropriate responses.
- Valuing and celebrating cultural difference and diversity.

Scotland

Social Studies

Children and young people as they participate in experiences and outcomes in social studies will:

- Develop their understanding of the history, heritage and culture of Scotland, and an appreciation of their local and national heritage within the world.
- Broaden their understanding of the world by learning about human activities and achievements in the past and present develop their understanding of their own values, beliefs and cultures and those of others.
- Develop an understanding of the principles of democracy and citizenship through experience of critical and independent thinking explore and evaluate different types of sources and evidence.
- Learn how to locate, explore and link periods, people and events in time and place.
- Learn how to locate, explore and link features and places locally and further afield.

Children and young people as they learn within the social studies will develop a range of skills including:

- Observing, describing and recording.
- Comparing and contrasting to draw valid conclusions.
- Exploring and evaluating different types of sources and evidence.
- Development of curiosity and problem-solving skills and capacity to take initiatives.
- Interacting with others and developing an awareness of self and others.
- Planning and reviewing investigation strategies.
- Developing the capacity for critical thinking through accessing, analysing and using information from a wide variety of sources.
- Discussion and informed debate.
- Developing reasoned and justified points of view.

Wales

History

Anniversaries of significant events and commemorations can provide a focus for an investigation.

Historical knowledge and understanding

Pupils should be given opportunities to:

- Identify significant people and describe events within and across periods.
- Understand why people did things, what caused specific events and the consequences of those events.

Interpretations of history

Pupils should be given opportunities to:

- Identify the ways in which the past is represented and interpreted.
- Distinguish between 'fact' and 'opinion', giving some evidence/knowledge-based reasons for this.

Historical enquiry

Pupils should be given opportunities to:

- Ask and answer relevant questions about the past.
- Plan the investigative approach to be used, suggesting how to find relevant information.
- Use a range of sources, including ICT, e.g. artefacts, buildings and sites, adults talking about their own past, visual sources, data and appropriate written sources.
- Reflect on their findings and the investigative approach used.

Personal and Social Education

Active citizenship

Learners should be given opportunities to:

- Develop respect for themselves and others.
- Value families and friends as a source of mutual support.
- Value diversity and recognise the importance of equality of opportunity.

Moral and spiritual development

Learners should be given opportunities to:

- Explore their personal values.

Developing communication

Learners should be given opportunities to:

- Listen attentively in different situations and respond appropriately.
- Communicate confidently personal feelings and views through a range of appropriate methods.
- Express opinions clearly and justify a personal standpoint.
- Take part in debates and vote on issues.