



**Viking International School**

**History Curriculum**

# CURRICULUM INTENT

Viking International School's curriculum aligns with the Danish *Fællesmål* and meets the standards of the British National Curriculum, leading to GCSE-level outcomes.

We focus on developing critical thinking, creativity, and problem-solving, encouraging students to apply knowledge across subjects through inquiry-based and real-world learning. Collaboration, communication, and cultural understanding are central to our approach. Students learn to work effectively with others, respect diverse perspectives, and develop as responsible global citizens.

Digital literacy and responsible technology use are integrated throughout all subjects to prepare students for the modern world. We promote a growth mindset and lifelong learning, ensuring that our curriculum provides the knowledge, skills, and values students need to succeed in further education—whether in Denmark or internationally—and to contribute positively to society. Each child is supported to reach their full potential through personalized teaching.

The purpose of History teaching at VIS is to help students understand how past events and societies shape the world today. Where possible and appropriate, Danish history is an integral part of the curriculum, giving students insight into Denmark's cultural and democratic foundations. Through exploring different periods and perspectives, students develop critical thinking, evidence-based reasoning, and a respectful understanding of diverse experiences. This prepares them to engage thoughtfully and responsibly with the present and future.

Students' progress in History is assessed continuously through classroom participation, practical application, and formative feedback. Summative assessments and self-reflection are used to evaluate understanding and development in relation to the *Fællesmål* sub-goals.

Learning connects naturally to other areas of the curriculum, supporting a holistic educational experience that encourages students to make connections across disciplines and apply their knowledge in diverse contexts.

Teaching is adapted to meet individual learning needs, ensuring accessibility and inclusion for all learners. Students who require additional support, such as those with dyslexia or other learning differences, benefit from personalized instruction, assistive technology, and tailored strategies that help them thrive within the classroom.

# YEARGROUP ALIGNMENT

<b>Danish</b>	<b>VIS</b>	<b>Key Stage (KS)</b>
0 Klase	IC 1	KS 1
1 Klase	IC 2	KS 1
2 Klase	IC 3	KS 1
3 Klase	IC 4	KS 2
4 Klase	IC 5	KS 2
5 Klase	IC 6	KS 2
6 Klase	IC 7	KS 3
7 Klase	IC 8	KS 3
8 Klase	IC 9	KS 4
9 Klase	IC 10	KS 4
10 Klase	IC 11	KS 4

# OVERVIEW

## **Requirement (Friskoleloven §1a)**

## **How VIS meets this**

Final Goals

Defined through Fælles Mål competence objectives for each subject area.

Sub-goals

Described in the “Skill” and “Knowledge” columns per Key Stage.

Teaching Plan

This document outlines how goals are taught, sequenced, and assessed through each phase.

## Common Goals Outcomes Expected to be reached by end of each Key Stage (KS)

Competence Area	After KS 1	After KS 2	After KS3	After KS 4
<b>Historical Understanding</b> 'Students can...'	Develop an understanding that history is the study of past events and that there can be different versions of the same event. They learn to recognise patterns of change and continuity over time and identify similarities and differences between past and present. This includes building chronological awareness by sequencing events and artefacts and using timelines.	Students develop chronological awareness by placing events and periods in order, understanding continuity and change, and relating historical developments to their own lives and contemporary society.	Develop a secure chronological framework and understand continuity and change across historical themes. They learn to place local, national, and global events in context, evaluate significance, and connect developments to broader historical narratives.	Final I can statements
<b>Historical Inquiry and Interpretation</b> 'Students can...'	Learn to investigate the past using a variety of sources, including stories, artefacts, and both primary and secondary evidence. They develop the ability to distinguish between fact and fiction and to explain why historical accounts may differ. Through inquiry, they ask and answer questions about cause, effect, significance, and trends, using evidence to construct informed responses and deepen their understanding of historical events.	Students learn to investigate the past using a range of sources, ask and answer historical questions, and explain why interpretations differ. They apply source-critical concepts to evaluate reliability and construct informed responses.	Learn to investigate the past using a range of sources and methods. They formulate historical questions, evaluate provenance and reliability, and explain why interpretations differ. They understand causation and consequence and use evidence critically to construct informed judgements.	Final I can statements
<b>Communication and Historical Literacy</b> 'Students can...'	Focus on presenting and communicating ideas about the past clearly and effectively. They learn to use appropriate historical vocabulary and substantive concepts such as monarchy, parliament, and war. This competence includes organising findings from research into coherent narratives and explanations, whether through spoken language, writing, or other media, ensuring that historical information is communicated accurately and meaningfully.	Students present historical knowledge clearly and meaningfully, using appropriate vocabulary and concepts. They organise information into coherent narratives and reflect on how history is used in society.	Communicate historical knowledge clearly and persuasively. They organise information into coherent narratives and arguments, use historical concepts accurately, and present reasoned positions in written, oral, and digital formats supported by evidence.	Final I can statements

Area of competence		Competency goals						
		After KS1						
Historical Understanding	Students develop an understanding that history is the study of past events and that there can be different versions of the same event. They learn to recognise patterns of change and continuity over time and identify similarities and differences between past and present. This includes building chronological awareness by sequencing events and artefacts and using timelines.	Historical Understanding		Historical Inquiry and Interpretation		Communication and Historical Literacy		
		Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	
		<b>IC 1</b>	Sort artefacts into old and new and sequence events from their own life.	Student knows that history is about past events and understands that some things change while others stay the same.	Ask simple questions about the past using artefacts and stories.	Student knows that stories and objects can provide information about the past.	Talk and draw about things from the past using simple historical vocabulary.	Student knows basic historical terms and concepts such as old/new and then/now.
		<b>IC 2</b>	Compare everyday life in the past with today and sequence pictures from different periods using historical vocabulary.	Student knows examples of similarities and differences between past and present and understands basic cause and effect.	Use pictures, photographs, and artefacts to find out about the past and explain why events were important.	Student knows different types of evidence and that there can be more than one version of the same event.	Present ideas about the past in simple written statements and use appropriate historical vocabulary.	Student knows substantive concepts like monarchy, parliament, and war and understands their meaning.
<b>IC 3</b>	Describe narratives across historical periods and explain connections, contrasts, and trends over time.	Student knows how timelines are divided into BC and AD and understands how past events influence life today.	Use primary and secondary sources to answer questions about cause, effect, and significance and explain why accounts differ.	Student knows how to assess sources for reliability and understands that interpretation depends on perspective and context.	Organise historical information into coherent narratives and present findings based on research.	Student knows a wide range of historical vocabulary and understands how historical narratives are constructed and used.		
Historical Inquiry and Interpretation	Students learn to investigate the past using a variety of sources, including stories, artefacts, and both primary and secondary evidence. They develop the ability to distinguish between fact and fiction and to explain why historical accounts may differ. Through inquiry, they ask and answer questions about cause, effect, significance, and trends, using evidence to construct informed responses and deepen their understanding of historical events.	Using Sources		Asking Historical Questions		Explaining Difference Accounts		
		Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	
		<b>IC 1</b>	Handle simple artefacts and stories to ask questions about the past.	Student knows that objects and stories can provide information about past events.	Ask simple questions about what happened in the past based on observations.	Student knows that questions help us find out about events and people in history.	Recognise that stories about the past may differ.	Student knows that there can be more than one version of the same event.
		<b>IC 2</b>	Use pictures, photographs, and artefacts to find out about the past and distinguish fact from fiction.	Student knows there are different types of evidence (e.g., photographic, written) and that these help represent the past.	Ask questions about why events were important and what happened.	Student knows that historical events have causes and consequences and can explain simple reasons for significance.	Compare two versions of the same event and explain simple differences.	Student knows that accounts differ because of perspective and available evidence.
<b>IC 3</b>	Use a range of primary and secondary sources to answer historical questions	Student knows how to assess sources for reliability and purpose and understands	Devise own questions about change, cause, similarity, and significance to guide research.	Student knows that historical inquiry involves selecting relevant evidence	Explain why historical accounts differ and justify interpretations using evidence.	Student knows that interpretation depends on viewpoint, context, and purpose of sources.		

<b>Communication and Historical Literacy</b> Students focus on presenting and communicating ideas about the past clearly and effectively. They learn to use appropriate historical vocabulary and substantive concepts such as monarchy, parliament, and war. This competence includes organising findings from research into coherent narratives and explanations, whether through spoken language, writing, or other media, ensuring that historical information is communicated accurately and meaningfully.	and construct interpretations.	how evidence supports historical claims.	to answer complex questions.				
	<b>Presenting Historical Findings</b>		<b>Organising Historical Information</b>		<b>Using Historical Vocabulary</b>		
	<b>Skill (Students can...)</b>	<b>Knowledge</b>	<b>Skill (Students can...)</b>	<b>Knowledge</b>	<b>Skill (Students can...)</b>	<b>Knowledge</b>	
	<b>IC 1</b>	Talk and draw about things from the past using simple historical vocabulary.	Student knows basic historical words such as old/new and then/now.	Organise simple ideas about the past into drawings or short oral descriptions.	Student knows that historical information can be grouped by time or theme.	Use a few simple historical words when talking about the past.	Student knows basic vocabulary related to time and change (e.g., past, present, old, new). Student knows the meaning of key historical terms and concepts and can apply them in simple contexts.
	<b>IC 2</b>	Present ideas about the past in simple written statements and start to use appropriate historical vocabulary.	Student knows key terms and concepts like monarchy, parliament, and war and understands their meaning.	Organise ideas into short written statements and begin to structure them logically.	Student knows that historical narratives need a beginning, middle, and end and should include key facts.	Use appropriate historical vocabulary in oral and written work.	
<b>IC 3</b>	Present historical findings in organised written narratives and communicate ideas clearly using accurate vocabulary.	Student knows a wide range of historical vocabulary and understands how to apply it correctly in context.	Structure historical information into coherent narratives and justify choices of evidence.	Student knows how to select and connect relevant evidence to support historical explanations.	Use a wide range of historical vocabulary accurately in explanations and narratives.	Student knows how to apply historical terms and substantive concepts precisely to communicate ideas effectively.	

**Area of competence**      **Competency goals**      **After KS2**

<b>Historical Understanding</b> Students develop chronological awareness by placing events and periods in order, understanding continuity and change, and relating historical developments to their own lives and contemporary society.	<b>Chronology and Time Concepts</b>		<b>Continuity and Change</b>		<b>Connections and Context</b>		
	<b>Skill (Students can...)</b>	<b>Knowledge</b>	<b>Skill (Students can...)</b>	<b>Knowledge</b>	<b>Skill (Students can...)</b>	<b>Knowledge</b>	
	<b>IC 4</b>	Apply mathematical knowledge to unfamiliar contexts, choose efficient strategies, and persevere in finding accurate solutions to complex problems.	Understand different strategies for approaching mathematical problems, including identifying relevant information and selecting appropriate operations or methods.	Create, use, and refine mathematical models to represent real-life contexts, test ideas, and make informed predictions or decisions.	Understand how real-world situations can be represented using mathematical models such as diagrams, equations, tables, or graphs.	Explain and justify their reasoning, identify errors or misconceptions, and use evidence to support mathematical arguments and conclusions.	Understand how logical thinking and evidence support conclusions in mathematics, including recognising patterns, relationships, and generalisations.
	<b>IC 5</b>	Choose appropriate operations and strategies, apply estimation and inverse operations to check answers, and solve complex problems in varied contexts.	Understand strategies for selecting operations, estimating, and checking results when solving multi-step and real-life problems.	Create and use models effectively to explore, represent, and justify solutions to problems.	Know how to use concrete, visual, and digital models to represent mathematical ideas and relationships.	Explain their thinking clearly, make connections between concepts, and justify solutions using evidence and reasoning.	Understand how to use mathematical language and logical steps to explain and justify reasoning.

Number	Students can confidently work with whole numbers, decimals, fractions, and percentages by understanding place value up to 10,000,000, applying all four operations accurately, using estimation and rounding, and solving multi-step problems in real-life contexts.	IC 6	Choose and apply suitable strategies, estimate and check answers using inverse operations, and solve problems in unfamiliar and cross-curricular contexts.	Understand how to select appropriate operations, strategies, and representations to solve multi-step and real-life problems, including estimation and checking results.	Create and use models to explore concepts, represent solutions, and justify reasoning in problem-solving.	Know how to use concrete, visual, and digital models to represent mathematical ideas and relationships effectively.	Explain reasoning clearly, make connections between concepts, and justify solutions using evidence and mathematical language.	Understand how to use mathematical language and logical steps to explain and justify methods and conclusions.	
		Using Sources		Asking Historical Questions		Explaining Different Accounts			
		Skill (Students can...)		Knowledge		Skill (Students can...)		Knowledge	
		IC 4	Ask and answer questions using multiple sources and begin to evaluate reliability.	Student knows that sources provide evidence about the past and that different versions of events exist.	Ask questions about why events happened and what their impact was.	Student knows that historical events have causes and consequences and can identify simple examples.	Recognise that different versions of past events may exist and use artefacts and stories to explain aspects of the past.	Student knows that people use history to understand themselves and society.	
		IC 5	Use a range of sources to build a picture of the past and explain why accounts differ.	Student knows how to identify primary and secondary sources and apply basic source-critical concepts.	Develop relevant questions for enquiry and select sources to answer them.	Student knows that historical investigation involves questioning evidence and organising information to respond.	Compare accounts and explain why sources may be biased or incomplete.	Student knows that interpretation depends on perspective and purpose of sources.	
Communication and Historical Literacy	Students present historical knowledge clearly and meaningfully, using appropriate vocabulary and concepts. They organise information into coherent narratives and reflect on how history is used in society.	IC 6	Conduct independent research, compare sources, and critically analyse interpretations.	Student knows how to evaluate reliability and use source-critical concepts to make informed historical judgements.	Formulate complex questions about change, significance, and interpretation to guide research.	Student knows that historical enquiry requires critical selection and analysis of evidence to answer questions.	Explain why historical events are interpreted differently and challenge interpretations using evidence.	Student knows how to apply source-critical concepts to analyse differing historical interpretations.	
		Presenting Historical Findings		Organising Historical Information		Using Historical Vocabulary			
		Skill (Students can...)		Knowledge		Skill (Students can...)		Knowledge	
		IC 4	Present findings in writing, discussion, or timelines using appropriate vocabulary.	Student knows historical terms and understands how to link narratives to their own experiences.	Organise ideas into simple written statements and timelines.	Student knows that historical information can be grouped by time or theme.	Use appropriate historical vocabulary in oral and written work.	Student knows the meaning of key historical terms and concepts for the studied period.	
		IC 5	Present findings clearly using wider historical vocabulary and explain links between past and present.	Student knows terms like empire, civilisation, and legacy and understands their historical significance.	Structure historical information logically and justify choices of evidence.	Student knows how to select and connect relevant evidence to support historical explanations.	Use a wider range of historical vocabulary accurately in explanations and narratives.	Student knows substantive concepts such as empire, civilisation, and legacy and applies them correctly.	



**IC 6**

Present evidence-supported arguments and complex narratives linking context and analysis.

Student knows how to use advanced historical vocabulary and understands how narratives reflect cultural and societal contexts.

Organise complex historical information into coherent arguments and narratives.

Student knows how to critically link evidence to broader historical contexts.

Use advanced historical vocabulary and concepts precisely to communicate ideas effectively.

Student knows how to apply historical terms and concepts in complex contexts and arguments.

Area of competence		Competency goals						
		After KS3						
Historical Understanding	Students develop a secure chronological framework and understand continuity and change across historical themes. They learn to place local, national, and global events in context, evaluate significance, and connect developments to broader historical narratives.	Chronology and Overview		Continuity and Change		Connections and Significance		
		Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	
		IC 7	Construct timelines using centuries and decades and place local, national, and global events in order.	Student knows how to identify continuity and change across broad themes such as politics and society.	Describe patterns of continuity and change within a historical period.	Student knows examples of major developments and their impact on society.	Explain why certain events or people are considered significant.	Student knows basic criteria for significance (e.g., impact, scale, duration).
		IC 8	Compare chronological frameworks and explain overlaps between local, national, and global timelines.	Student knows how to evaluate continuity and change across multiple themes and explain their significance.	Analyse continuity and change across different periods and themes.	Student knows how developments in one period influence later changes.	Compare significance across time and place and challenge dominant narratives using evidence.	Student knows cultural, religious, and societal perspectives that shape judgments of significance.
Historical Inquiry and Interpretation	Students learn to investigate the past using a range of sources and methods. They formulate historical questions, evaluate provenance and reliability, and explain why interpretations differ. They understand causation and consequence and use evidence critically to construct informed judgements.	Using Sources		Explaining Difference Accounts		Causation and Consequence		
		Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	
		IC 7	Distinguish between primary and secondary sources and comment on reliability.	Student knows what provenance and purpose mean and why they matter.	Suggest simple reasons why interpretations differ (e.g., perspective).	Student knows that accounts of the past are shaped by evidence and viewpoint.	Explain short-term and long-term causes of events.	Student knows that events have intended and unintended consequences.
		IC 8	Evaluate provenance, purpose, and bias and use digital archives to gather evidence.	Student knows how to assess reliability and limitations of sources in historical enquiry.	Compare historians' interpretations and explain differences in depth.	Student knows how cultural and ideological contexts influence historical interpretations.	Weigh causes and consequences by importance and impact.	Student knows how to prioritise factors and justify causal arguments.
	Students communicate historical knowledge clearly and persuasively. They organise information into coherent narratives and arguments, use historical	Presenting Historical Findings		Organising Historical Information		Using Historical Vocabulary		
		Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	Skill (Students can...)	Knowledge	

**Communication and Historical Literacy** concepts accurately, and present reasoned positions in written, oral, and digital formats supported by evidence.

**IC7**

Write structured paragraphs using historical vocabulary.

Student knows how to use historical concepts like cause and change in explanations.

Organise information into simple chronological or thematic structures.

Student knows that historical narratives need clear structure and relevant evidence.

Use key historical terms accurately in oral and written work.

Student knows the meaning of essential historical vocabulary for studied topics.

**IC 8**

Produce extended narratives and arguments using historical concepts and evidence.

Student knows how to apply historical concepts to frame arguments and support judgements.

Organise complex information into coherent explanations and debates.

Student knows how to link evidence to broader historical contexts and societal issues.

Use a wider range of historical vocabulary and concepts precisely in extended writing.

Student knows how to apply historical terms and concepts in complex contexts.