

History

Intent

- Support all pupils to work historically through enquiry and an investigative approach
- For pupils to increase and extend their knowledge of the subject
- Ensure appropriate historical vocabulary is introduced and consolidated
- Begin to explain significant historical events and the actions of notable people

With this in mind, we have planned units that allow children to know and understand about figures and events from a range of time periods and cultural backgrounds.

We follow the EYFS statutory framework and National Curriculum.

Our curriculum provides teachers with a clear overview of the precise knowledge pupils will learn in each module.

The foundations of History are cemented in the EYFS through learning within ***Understanding the World: Past and Present***. Our ambitious interpretation of the National Curriculum places knowledge, vocabulary, working and thinking historically at the heart of our principles, structure and practice.

Substantive knowledge

- This is the subject knowledge and explicit vocabulary used to learn about the content.
- Our History curriculum is knowledge and vocabulary rich, ensuring children gain a deep understanding of fundamental historical knowledge and concepts, as well as embedding key specific vocabulary and terminology.
- Specific vocabulary is explicitly taught within each unit. Pupils will revisit and remember relevant vocabulary previously taught.

Disciplinary knowledge

This is the use of that knowledge and how children construct understanding through historical claims, arguments and accounts. The features of thinking historically may involve significance, evidence, continuity and change, cause and consequence, historical perspective, and contextual interpretation.

DISCIPLINARY KNOWLEDGE – THINKING AS A HISTORIAN					
Historical enquiry					
Chronology	Cause & consequence	Change & continuity	Similarity & difference	Evidence	Significance

PRINCIPLES

A guiding principle of our History is that each study draws upon prior learning.

- For example, in the EYFS, pupils may learn about **Past and Present** through learning about the past and present through daily activities, exploring through change, and understanding more about the lives of others through books and visitors as well as their own experiences. These experiences are drawn upon and used to position new learning in KS1.
- History draws upon prior learning, wherever the content is taught.
- The structure is built around the principles of advancing cumulative knowledge, chronology, change through cause and effect, as well as making connections within and throughout periods of time studied.
- Our History is planned so that the retention of knowledge is much more than just 'in the moment knowledge'. The curriculum is cumulative, includes retrieval and spaced retrieval practice, word building and deliberate practice tasks. This increases substantive knowledge and accelerates learning within and between modules. That means the foundational knowledge of the curriculum is positioned to ease the load on the working memory: new content is connected to prior learning. The effect of this cumulative model supports opportunities for children to associate and connect with significant periods of time, people, places and events.
- Our History incorporates a range of modules that revisit and elaborate upon key concepts, events, people and places.
- A guiding principle of our History curriculum is that pupils become 'more expert' with each study and grow an ever broadening and coherent mental timeline.
- Specific and associated historical vocabulary is planned sequentially and cumulatively from Y1 to Y6.

Sequencing

Our History has sequenced the national curriculum into meaningful and connected 'chunks' of content to reduce the load on the working memory, as well as creating coherent and strong long-term memories. The sequence of learning enables pupils to become 'more expert' with each study and grow an ever broadening and coherent mental model of the subject. This guards against superficial, disconnected and fragmented scientific knowledge and weak disciplinary knowledge. Vocabulary is taught explicitly and becomes progressively more complex.

Spaced retrieval approach

Our History curriculum is delivered through a series of modules which are deliberately spaced throughout the academic year with opportunities to introduce and revisit key concepts. This approach enables staff to deepen pupil understanding and embed learning.

Our curriculum maps clearly show how our curriculum delivers the National Curriculum expectations for History within and across year groups.

Early Years

In Early Years, early Historical content is taught through **Understanding the World (Past and Present)**. Our curriculum is designed to enable children to make sense of their world in relation to themselves and their lived experiences. For example, by comparing and contrasting the changes that have happened to themselves since they were born.

KEY STAGE 1

In Year 1, children begin the autumn term by studying the project *Childhood*. This project builds on children's past experiences, including their family history and events within living memory, and works well as an introductory project. In the summer term, children study the project *School Days*. This project enables children to learn the history of their school and compare schooling in the Victorian period.

In the autumn term of Year 2, children extend their studies to explore a broader range of periods in the project *Movers and Shakers*. This project explores the concept of significance and the significant people that have greatly influenced history. In the summer term, children study the project *Magnificent Monarchs*. This project introduces children to the challenging concepts of power and monarchy in preparation for more complex historical topics in Key Stage 2.

The projects studied in Key Stage 1 provide numerous opportunities for children to explore significant historical events, people and places in their locality.

LOWER KEY STAGE 2

In Year 3, children begin the autumn term by studying the chronology of British history in the project *Through the Ages*. This project teaches children about the significance of prehistoric periods and the changes in Britain from the Stone Age to the Iron Age. In the summer term, children continue to develop their knowledge of the chronology of British history in the project *Emperors and Empires*. This project teaches children about the Roman Empire, its invasion of Britain and Britain's ensuing Romanisation.

In the autumn term of Year 4, children resume their learning about British history in the project *Invasion*. This project teaches children about the Roman withdrawal and the invasion and settlement of the Anglo-Saxons and Vikings. This project concludes at 1066, which meets the guidance from the national curriculum for British history. In the summer term of Year 4, children begin their studies of ancient history by studying the overview project *Ancient Civilisations*. This project enables children to learn about the achievements of the earliest civilisations, including ancient Sumer, the Indus Valley civilisation and ancient Egypt.

UPPER KEY STAGE 2

In the autumn term of Year 5, children continue to build their knowledge of ancient civilisations with an in-depth analysis of ancient China in the project *Dynamic Dynasties*. This project enables children to study the significance and influence of ancient China and its prowess and advancements in the written word, technology and metalwork. In the summer term, children further study ancient and world history in the project *Groundbreaking Greeks*. This project enables children to explore life in ancient Greece, including examining the achievements and influence of ancient Greece on the western world.

In the autumn term of Year 6, children study the more complex historical issues of enslavement, colonialism and power in the project *Maafa*. In this project, children explore a range of African kingdoms, including the Kingdom of Benin, and study Britain's role in the development, perpetuation and abolition of the slave trade.

In the summer term of Year 6, children complete their historical studies with the project *Britain at War*. This project enables children to study the role war has played in Britain's history since 1066, focusing on the First and Second World Wars as crucial turning points in British history.

Implementation

Modular Approach – Knowledge

History is taught in modules that enable pupils to study in depth key knowledge, skills and vocabulary. Each module aims to activate and build upon prior learning, including EYFS, to ensure better cognition and retention. Each module is carefully sequenced to enable pupils to purposefully layer learning from previous sessions to facilitate the acquisition and retention of key historical knowledge. Most modules are revisited later in the year as part of a spaced retrieval practice method to ensure pupils retain key knowledge and information.

- Children are challenged to carry out a number of historical investigations.
- Children will use and apply subject specific vocabulary, subject skills and processes
- By the time pupils have completed the module they will be in a position to answer key questions, and will be able to know and remember the content that has been taught.

Development of Historical skills

As well as ensuring pupils are taught key knowledge, each module is designed to offer pupils the opportunity to undertake historical enquiries and develop their skills as a Historian by deepening their chronological understanding, recognising different interpretations of history, expanding their range and depth of historical knowledge, and enabling them to communicate historically.

Cumulative Quizzing Model (Supporting Cognitive Load)

Pupils are given opportunities to retrieve their knowledge at regular intervals throughout the unit through a 'teach – test – teach – test' model. The aim of this model is to reinforce and revisit previously taught knowledge and vocabulary.

Minimum lesson expectations

History lessons will typically incorporate the following elements:

- **Connect:** prior learning from the sequence
- **Explain:** introduce & explain new vocabulary required for the lesson
- **Example:** use a worked example to model the intended learning

- **Attempt:** practice using what they now know in a scaffolded task
- **Apply:** independently show what you know
- **Challenge:** encourage them to elaborate using key vocabulary or greater explanation

Vocabulary

EYFS

We want our children to have an expansive vocabulary and through teacher modelling and planning, children are given opportunity to use and apply appropriate vocabulary. Historical language is taught and built upon with vocabulary being a focus. This is also encouraged through planning trips and having visitors in school.

National Curriculum

Vocabulary instruction is at the heart of the curriculum and subject specific words are incorporated into each module.

Knowledge Organisers

Accompanying each module is a **Knowledge Organiser** which contains key vocabulary, information and concepts which all pupils are expected to understand and retain.

Tailoring for SEND

We aim for all History lessons and learning questions to be accessible to all pupils.

QFT for SEND pupils will typically include any of these 5 effective strategies:

- Scaffolding e.g. sentence stems,
- Explicit instruction e.g. small steps
- Cognitive & metacognitive strategies e.g. knowledge notes
- Flexible grouping
- Use of technology e.g. curriculum visions

Reading

Our History curriculum is supported by a wealth of high-quality texts which support pupil's learning and develop their skills in accessing information from a range of sources. We try to ensure that our subject content has materials that can be accessed by pupils in school.

Oracy

When discussing their findings or presenting information, pupils are encouraged to speak using full sentences and incorporating key historical vocabulary. This is modelled by teachers e.g. using my turn, your turn.

Geography

When exploring where events happened, we make use of Digital/ Online maps so that children can 'place' the event and link it to geographical knowledge.

Writing

Pupils are expected to write across all areas of the curriculum with teachers modelling how to write purposefully.

Impact**Teacher assessment****Formative**

- Teachers use formative assessments within lessons as children are required to demonstrate their knowledge and the intended outcomes of the unit
- Following revisit sessions or cumulative quiz outcomes, staff will adapt their teaching in response to this feedback

Summative

- Evidence of pupil outcomes are used to check on pupil understanding

Monitoring

- Pupil Book looks are used to investigate how and when pupils are using the expected vocabulary, and to ensure that all learners have been able to access the content to know more and remember more.
- Learning walks
- Lesson planning scrutiny
- Half-termly reviews of how the curriculum is being implemented and any adaptations that may be required