



What is History?

Our history curriculum will enable our children to develop an excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes. They will gain the ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences. Our children will learn to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry. They will develop a passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.

How will the curriculum be delivered? The implementation.

As per our teaching and learning policy, the approach taken with all subjects is to ensure that memory is strengthened at all opportunities. As Kirschner, Sweller and Clarke (2006) stated: "Learning is a change in the long-term memory. If nothing has been changed in the long-term memory, then nothing has been learned."

In history, lessons and teaching follows a mastery approach. We work on the principle that all learners, with effort and excellent teaching, will meet expectations. Where possible and appropriate, links are made between scientific learning and our wider curriculum themes and Christian values, encouraging deeper thinking and reflection. Our drivers – resilience, creativity, independence and curiosity – are woven through this approach.

The exact knowledge to be learnt is set out for staff in detailed medium-term plans and for children via a knowledge organiser. This gives children a platform from which to orally rehearse prior learning and link to new knowledge. It also serves as means of self- and peer-quizzing to help ensure knowledge becomes embedded in long-term memory.

Curriculum Review (Impact):

To complement our pupil led knowledge organisers children will answer a 'BIG' question often in an essay-style response. To answer this question, knowledge from each lesson will need to be thought about. During assessment weeks, children will also complete a quiz. Scores from this are tracked throughout the year and used by teachers and leaders to focus future teaching and retrieval. Select questions from each historical unit studied throughout the year form part of a larger, end of year summative quiz. Because our curriculum serves as the progression model, the level of success in these quizzes shows the degree of impact. This will also be judged following pupil discussions by subject and curriculum leaders.

Concepts in History

Historians use five concepts to help them investigate and understand the past: perspective, continuity and change, cause and effect, chronology and sources.

Teaching Enquiries

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Years 3/4 A		Social and Cultural How did the lives of ancient Britons change during the Stone Age?		Religious What is the secret of the standing stones? (Bronze Age)		Economic How do artefacts help us understand the lives of people in Iron Age Britain?
Year 3/4 B		Economic How did the arrival of the Romans change Britain?		Military Who were the Anglo-Saxons and how do we know what was important to them?		Military What did the Vikings want and how did Alfred help to stop them getting it?
Year 5/6 A		Social and Cultural How did a pile of dragon bones help to solve an ancient Chinese mystery?		Chronological Local Area Medieval Devises		Chronological What was the influence of the Greek civilisation on the world?
Year 5/6 B		Military Why was winning the Battle of Britain so important?		Chronological Ancient Egypt		Religious Why did the ancient Maya change the way they lived?

Key Concepts

Key concepts identify the content or focus areas of study at different times and come under the headings of people, places, and events.

	Chronological Knowledge	Social and Cultural History	Economic History	Religious History	Military History
Lower KS2	Develop a chronologically secure understanding of British and local history	Changes in Britain from the Stone Age: hunter-gatherers and farming	Iron Age Kingdom: trade	Changes in Britain: Bronze Age religion	The Viking and Anglo-Saxon struggle for the Kingdom of England
Upper KS2	Develop a chronologically secure understanding of British, local and world history	A study of early civilisations from around the world	The late British Empire & worldwide trade	Ancient Mayan beliefs and rituals	A significant turning point in British history: The Battle of Britain

Second Order Concepts – shape the enquiry

Second order concepts define the questions that drive the investigations Historians carry out. They can all be applied across the entire subject, and everyone is interconnected. The second order concepts used to share our enquiries are:

← Historical Skills →				
<p>Change and Continuity</p> <p>Historical change may be gradual over an extended period or very sudden. Other aspects such as cultural and religious traditions, institutions and economic systems can and do remain much the same.</p>	<p>Perspective</p> <p>When attempting to interpret and make meaning of the past historians recognise that judgements are influenced by the standpoint or worldview of the observer. The way that commentators ‘see’ things is influenced by their own unique set of beliefs, values and experiences.</p>	<p>Cause and Effect</p> <p>The relationship between events where one thing occurs because of another.</p>	<p>Chronology</p> <p>Arranging or sequencing historical events in their correct order of occurrence.</p>	<p>Sources</p> <p>Written, visual or artefactual evidence from the past, which historians use to acquire information and to reach judgements about how people lived and what, they thought.</p>

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Disciplinary knowledge: knowing how historians establish knowledge through Historical enquiry

Outcome	Exemplification	
Synthesise	Bring together a range of ideas and facts from different sources to develop an argument or explanation for something e.g., the deforestation of tropical rain forests or why life expectancy in Britain remained less than 40 years until around 1800.	Lower KS2
Explain	Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information (see above) e.g., why most of the great stone cities of the Maya were abandoned by AD 900 or why competing demands make managing Britain's National Parks a challenge.	
Empathise	The capacity to place oneself impartially in another's position to better understand their motives, decisions and actions (even if they are not shared values) from their perspective e.g., the life of Native American Arctic whale hunters or why Elizabeth I encouraged privateers to attack, rob and sink foreign ships wherever they could be found.	
Informed conclusion	A knowledgeable summing up of the main points or issues about something e.g., why there are increasing numbers of wind and solar farms to be seen in Britain or some of the benefits and disadvantages of the British Empire over time.	
Reasoned judgement	A personal view or opinion about something supported by factual evidence e.g., an argument for banning all single use plastic or the dropping of atomic bombs on Japan in 1945.	
Justify	Give reasons to show or prove what you feel to be right or reasonable e.g., which of the many medical advances of the 19th century was most significant and why or what should be done to reduce virtual water use by people in the UK.	
Apply	The transfer of knowledge and/or skills learned in one context to a different context e.g., awareness that the process of river erosion by bank undercutting is the same as the erosion of coastal cliffs by waves and recognising that the causes of wars or invasions are much the same down the centuries.	Upper KS2
Evaluate	Weigh up and judge the relative importance of something in relation to counter ideas and arguments e.g., the costs and benefits of planting 1.5 billion trees in Britain or consider which factor was most significant in the Roman invasion of Britain.	

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Critique	Review and examine something critically particularly to gain an awareness of its limitations as evidence e.g., how reliable is the Bayeux tapestry as a description of the events of the Norman conquest and why might the imagery on a website promoting a location as a holiday destination not be entirely reliable?
Hypothesise	Come up with an idea, question or theory that can be investigated to see whether it has any validity e.g., that in Ancient Egypt Tutankhamun was murdered or that ice sheets could be towed from Antarctica to reduce water shortages in southern Africa.

Progression in Substantive First Order Concepts in History

		Local and British History	Local and Wider World History
		End of Lower KS2	End of KS2
Chronological Knowledge	↑	Social and Cultural	
		<ul style="list-style-type: none"> I can talk about some of the social and cultural changes in Britain from the Stone Age to the Iron Age I can talk about Britain's settlement by Anglo-Saxons and Scots I can begin to use and understand words such as 'slavery', 'rights', 'society' 	<ul style="list-style-type: none"> I can describe how other civilizations, e.g., the Mayan and Shang civilization, contrasts with British history. I can talk about the achievements, influences of Ancient Greece I understand how changes locally can affect change nationally. I can talk about the achievements of the Shang Dynasty.
	↓	Economic	
		<ul style="list-style-type: none"> I have developed an appropriate use of historical terms such as trade, trade route, tax/taxation I understand what bartering is and can talk about when coins were first used 	<ul style="list-style-type: none"> I explain more sophisticated historical terms e.g. tax, merchant, trade, trade Route I understand the importance of trade and trade routes e.g. during the British Empire and The Shang Dynasty.
		Religious	
		<ul style="list-style-type: none"> I can talk about the beliefs and practices of the Iron Age people of Britain. 	<ul style="list-style-type: none"> I can talk about the religious practices of early civilizations and compare these with those of Britain.

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	<ul style="list-style-type: none"> • I can talk about the importance of the Anglo-Saxon conversion to Christianity. • I can talk about the development of the church in Early British life. 	
	Military	
	<ul style="list-style-type: none"> • I can talk about Britain's settlement by Anglo-Saxons and Scots. • I can talk about the Roman Empire and its impact on Britain. • I can talk about the Viking and Anglo- Saxon struggle for the kingdom of England to the time of Edward the Confessor 	<ul style="list-style-type: none"> • I can talk about the impact of the British Empire. • I can talk about the significance of WW2 • I can use a range of historical vocabulary to talk about issues related to conflict, peace, conquest, empire etc

Progression in Second Order Concepts

End of Lower KS2	End of KS2
Chronology	
<ul style="list-style-type: none"> • Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) • Use a timeline to place historical events in chronological order. • Describe dates of and order significant events from the period studied. 	<ul style="list-style-type: none"> • Continue to develop chronologically secure knowledge of history • Establish clear narratives within and across periods studied • Note connections, contrasts, and trends over time
Perspective	
<ul style="list-style-type: none"> • Look at different versions of the same event in history and identify differences. • Know that people in the past represent events or ideas in a way that persuades others. 	<ul style="list-style-type: none"> • Understand that different versions of the past may exist, giving some reasons for this. • Give reasons why there may be different accounts of history.

	<ul style="list-style-type: none"> • Understand that some evidence from the past is propaganda, opinion, or misinformation, and that this affects interpretations of history. • I understand how 'bias' can make a source extremely useful for discerning attitudes and beliefs.
Sources	
<ul style="list-style-type: none"> • Understand how knowledge of the past is constructed from a range of sources • Begin to talk about how evidence from the past can be interpreted in different ways. 	<ul style="list-style-type: none"> • Construct informed responses by ... electing and organising relevant historical information • Evaluate evidence to choose the most reliable forms.
Change and Continuity	
<ul style="list-style-type: none"> • Use evidence to describe what was important to people from the past. • Use evidence to show how the lives of rich and poor people from the past differed. 	<ul style="list-style-type: none"> • Describe / make links between main events, situations, and changes within and across different periods/societies
Cause and Effect	
<ul style="list-style-type: none"> • Use evidence to describe what was important to people from the past. • Use evidence to show how the lives of rich and poor people from the past differed. • Describe similarities and differences between people, events and artefacts studied. • Describe how some of the things I have studied from the past affect/influence life today. 	<ul style="list-style-type: none"> • Identify and give reasons for, results of, historical events, situations, changes.

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Vocabulary

Vocabulary is an essential building block to enable children to access the curriculum; within history teaching sequences we use explicitly planned vocabulary to teach tier 2 and 3 vocabulary to all children. Teachers ensure that all children understand the key vocabulary needed to access the learning, with careful scaffolding for children with SEND. To support their vocabulary acquisition, the etymology and morphology of key vocabulary is also taught explicitly in our spelling lessons throughout KS2.

Key Conceptual Vocabulary

Key conceptual vocabulary identified within the content or focus areas of study at different times under the headings below:

	Chronological Knowledge	Social and Cultural History	Economic History	Religious History	Military History
Year 3/4 A	Timeline, AD, BC, Mesolithic, Palaeolithic, Stone Age, Bronze age, Iron Age, prehistory	Settlement, artefact, society, tribe, migration, agriculture, Celts, archaeologist, domesticate, hunter gatherer, nomadic, social class, chieftain, excavation, status, power, natural resources, alloy, flint, bronze, black smith, knapping, smelting, technology	Economy, trade, hoard, barter, currency	Ceremony, commemorate, monument, interred,	Peace, war, conflict, military, rampart, inscription, palisade, hillfort, siege, hoard,
Year 3/4 B	Chronological, timeline, Millenium, century, common era, chronology,	Civilisation, Emperor, border, feudal, Scandinavia, Gladiator, rebel, slave, Empire, country, monarchy, kingdom, Plebian, authority, noble,	tax	Roman Catholic Barbarian, Christian, conversion, Pagan, religion, pope	invasion, uprising, treaty, conquest, occupy, pacify, resistance, warrior, long ship

		homeland, territory, serf, myth, legacy, citizens			
Year 5/6 A	Chronology, medieval, prehistoric	City, factory, peasant, market, charter, statue, legend, sculpture, manuscript, engraving, mosaic, artefact, Emperor/ Empress, parchment, authentic, Trojan Horse, depict, charter, local,	Trade route, exploitation, tithe	Bishop Cathedral, oracle, festival, intercede, Protestant, Puritan, divining, grave goods, ceremonial	Defence, subdue, battle, civil war, roundhead, Cavalier, envoy,
Year 5/6 B		Restoration, famine, politician, Fuhrer, dependency, Superiority, expedition, Prime Minister, famine, eclipse, city-state		Ceremonial, tomb, priest	Blitzkrieg, RADAR, propaganda, alliance, Royal Air Force, Reich, Luftwaffe, combat, neutral, evacuation, Command, campaign, spitfire, conflict, inscription

Adaption for children with SEND

Following the expectations laid out by the SEN Code of Practise, adaptations are made for individuals who need something that is addition to or different from others in the class.

'History is not the past but a map of the past, drawn from a particular point of view, to be useful to the modern traveller'

-Henry Glassie-

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