

History Curriculum

Overview



WORKING TOGETHER TO MAKE A POSITIVE DIFFERENCE FOR EVERY CHILD

The Curriculum – our approach

Introduction

Our curriculum raises the ambition of our pupils. It ensures that all pupils have the chance for success, regardless of their starting points. We strive to provide meaningful experiences, allowing children to appreciate the wider world and recognise the opportunities that exist outside of our community. We have a clear focus on progression by carefully sequencing knowledge, providing clarity about what ‘getting better’ at a subject means and making explicit connections and links between the different subjects and experiences. **Key concepts, knowledge and skills** have been identified and organised into subject specific progressive objectives. These are sequenced to ensure they build and develop as pupils’ move through the school; ensuring learning becomes embedded. These progressive objectives are used to inform planning and sequences of lessons across all subjects. Clear end points are identified in all subjects and teaching and learning builds towards achieving these. The whole curriculum is underpinned by 5 Pastoral Drivers (see below). These drivers ensure we meet the holistic needs of our pupils and allow them to **REACH** their full potential.



Subject Specific Sequencing:

Each subject discipline has been planned to ensure that knowledge and skills are sequenced from Early Years to Year 6.

Key Concepts:

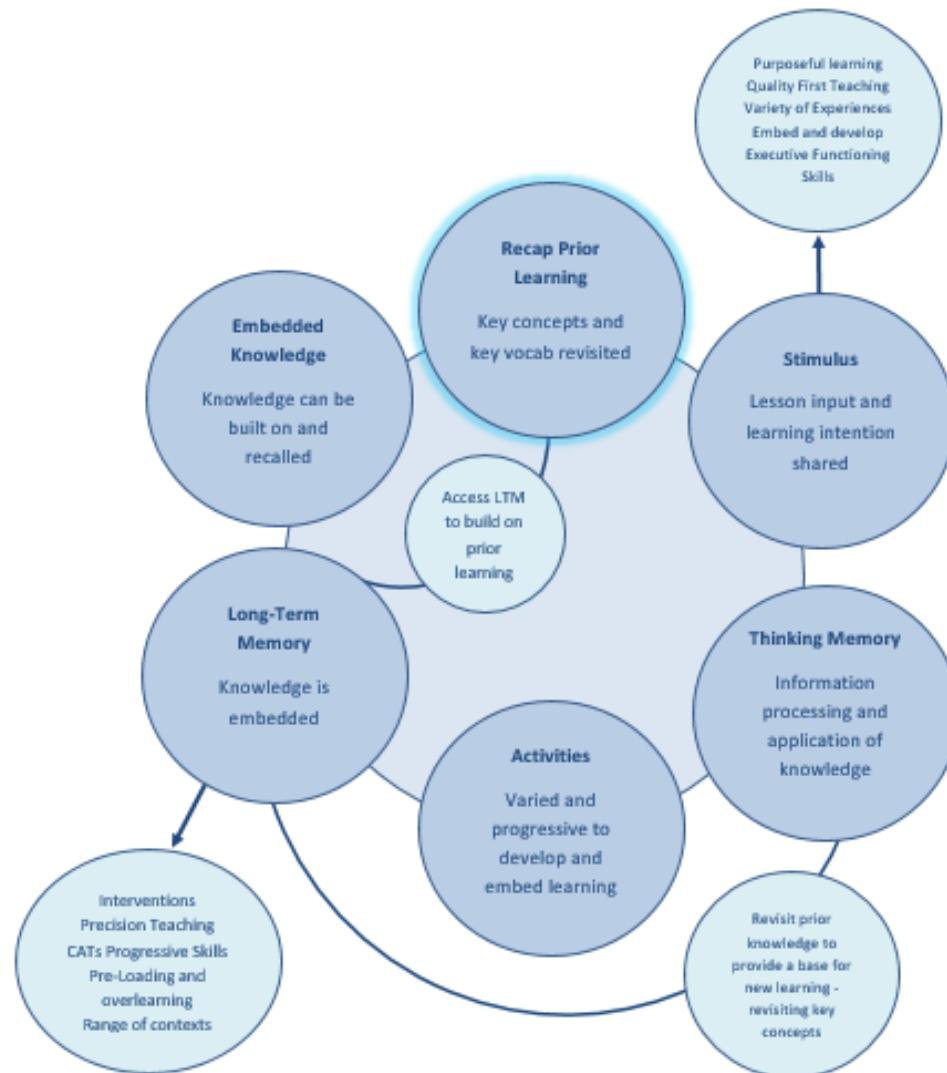
For each subject, a set of key concepts have been identified. These are the subject specific ‘big ideas’ that children will learn about, return to and revisit as they progress through the school. They will have opportunities to link new learning to prior knowledge within a key concept to build a rich and deep knowledge of the big ideas in each subject. Knowledge is empowering and provides a foundation for success. We accept that the more children know, the more they can learn. The subject overviews provide specific, progressive objectives that allow teachers to be precise in planning. Retrieval practice forms part of regular teaching to allow pupils to secure long-term knowledge.

Second Order Concepts:

These relate to the transferable knowledge that pupils can use and apply across different curriculum subjects. For example, in all areas of the curriculum, children will build an understanding of ‘significance’; learning about significant authors, artists, scientific discoveries, pieces of music, figures and events from history etc.... These are summarised on pages 8 to 10 of our whole school curriculum overview to outline how these apply across a range of subjects. They aim to develop **flexible knowledge and skills** that children can apply to multiple curriculum areas.

Working Memory Model

With the collation of all this extensive research, we have generated a ‘Working Memory Model’ which enables teachers to ensure that learning is robust and that all pupils are using their interconnected schema to their full potential.



Key concepts (Big Ideas) in HISTORY

Pupils will learn how historians use sources to investigate and interpret the past. They will develop a sense of chronology to ensure they develop a secure understanding of the sequence of historical periods and key events within a period. They will use the key concepts as different lenses to focus their learning on important aspects of different historical periods and make links and comparisons within and between different periods in history. They will learn how to communicate their ideas orally and in writing in an appropriate historical style.

Pupils make progress in history by developing:

- their knowledge about the past (substantive knowledge)
- their knowledge about how historians investigate the past, and how they construct historical claims, arguments and accounts (disciplinary knowledge)

These two strands are taught in combination as pupils study each unit of history.

Historical enquiry*



Primary and secondary sources help us understand what happened in the past. Pupils will learn how historians have used a range of sources to investigate specific questions about the past. They will also look at artefacts and sources themselves (eg: tools, ornaments, toys, household items, coins, diaries, historical accounts, pictures, newspapers) and consider how historians use sources to interpret the past.

Chronology*



Pupils will develop an understanding of the chronology of British, local and world history. They will explore dates, timelines, key events and significant people. They will learn about the impact of these events and people.

Community and culture



Pupils will learn about and make comparisons between different civilisations and societies through history. They will learn about key aspects such as architecture, art, civilisations, societies, homes, religion, settlement, games and sports.

Conflict and disaster



Throughout history, major changes have occurred as a result of significant events including war, invasion or disasters. Pupils will look at the reasons why these happened and the impact they had. They will learn about conquest, invasion, defence, occupation, the military and war as well as disasters such as fire and plague.

Exploration and invention



Pupils will learn how people explored and invented through history and the impact of this. They look at key discoveries, transport, trade routes, tools and technology and how these changed over time.

Hierarchy and power



Pupils will learn about and make comparisons between different civilisations, exploring life of the rich and the rulers compared to other members of society. They will look at countries, democracy, empires, government, law, monarchy and rulers, rich and poor and slavery from key historical periods they study.

*These concepts are studied in all units of history

Knowledge and skills sequencing		HISTORY					
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Chronology Substantive knowledge about the past 	Can talk about past and present events in their own lives Use the terms past and present	Can use words and phrases like: before, after, past, present, then and now. Can sequence events from within their lifetime on a timeline	Create a timeline using time vocabulary eg: modern, recent or specific times eg: 1960s Can sequence events from beyond their lifetime on a timeline	Understand the difference between BC, AD, BCE and CE Sequence up to 6 key events from the period studied on a timeline	Identify today and the current study period on a timeline in relation to previous studies Sequence 6 key events from the period studied on a timeline	Identify today and the current study period on a timeline in relation to previous studies Sequence up to 8 key events from the period studied on a timeline, including dates	Identify today and the current study period on a timeline in relation to previous studies Sequence up to 10 key events from the period studied on a timeline, including dates
Historical enquiry Disciplinary knowledge about historians understanding of the past is constructed from sources 	Can find out about things that have happened in my life by asking questions and looking at pictures	Can ask questions from sources eg: when was this written/made? What is this object? What was it used for?	Can use two different sources to make inferences about the past	Understand how historians use different sources to make inferences about the past. Can research information to answer specific historical questions. Understands how historical artefacts can be used to build up a picture of the past. Presents historical information in a variety of ways.	Understand how historians have used sources, including sources that show bias, to answer questions about the past. Uses a range of information, including own research, to present a historical argument. Asks thought provoking questions and can make comparisons between periods studied		

History Contexts for Learning

History is taught through units which cover aspects of British history as well as ancient civilisations from world history. The history curriculum is taught around 4 key concepts and 6 second order concepts.

The following document shows key and second order concept coverage for each progressive objective.

Year	Key content including domains of knowledge	Context for Learning	Key Concepts				Second Order Concepts
			 Community & Culture	 Conflict & Change	 Exploration & Invention	 Hierarchy & Power	
EYFS	I can talk about the lives of people around me and in society.	Who am I?					See Teaching Sequence Support document to ensure coverage of secondary concepts for each history unit.
	I can talk about similarities and differences between things in the past and now.						
	I can talk about and understand the past through settings, characters and events encountered in books read in class and storytelling.						
Year 1	I can give examples of things that were different when my grandparents were children.	Transport					
	I can know about a famous historical event or person in my local area and can explain why they are famous.	Amy Johnson					
Year 2	I can recount and order the life of a famous historical figure	Florence Nightingale					
	I can explain why a historical figure was important and how they changed things						
Year 3	I can describe significant events from beyond living memory and explain cause and consequence	Great Fire of London					
	I can describe the changes in Britain between the Stone Age and Iron Age (relating to the key concepts)	The Stone Age & Iron Age					
	I can explain how we know about life in Stone Age and Iron Age Britain						
	I can give an overview of the Roman Empire by 42AD and the power of its army.	The Roman Invasion of Britain					
	I can explain the impact of the Roman invasion and settlement (relating to the key concepts)						
Year 4	I can explain where the Anglo-Saxons came from and why they invaded Britain and describe the impact this had on life in Britain (relating to the key concepts)	The Anglo-Saxons & Scots					
	I know that the Scots were a people that invaded northern Britain from Ireland which resulted in the formation of Scotland.						
	I know why the Vikings invaded Britain and why they were so successful	The Vikings & Anglo-Saxons					
	I can explain the struggle between the Anglo-Saxons and the Vikings for the kingdom of England.						
Year 5	I know about and can explain the influence that Ancient Greek culture had on the world (relating to the key concepts)						

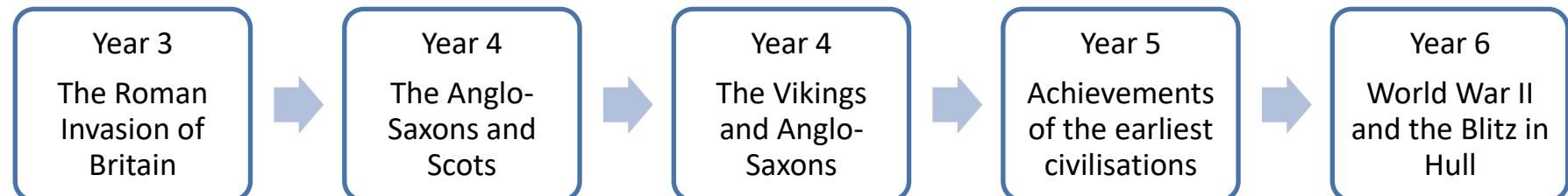
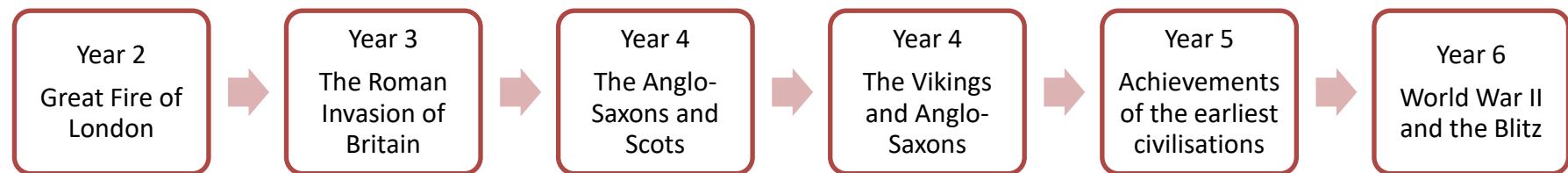
	I can give an overview of Ancient Greek culture and history.	Impacts of Ancient Greece on British history	Yellow	White	Yellow	White	
	I can give an overview of where and when the first civilisations appeared (Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China) and place these on a timeline.	Achievements of the earliest civilisations (one in depth)	✓	White	✓	✓	
	I can explain the major achievements of one of the earliest civilisations (e.g. Egypt). (relating to the key concepts)						
Year 6	I can research and share my knowledge with others about a key aspect or theme in British history from after 1066 (e.g. the power of the monarchy, crime and punishment, World War II etc...) (relating to the key concepts)	World War 2 & Hull Blitz	Yellow	Yellow	White	Yellow	
	I can research and complete a study about significant historical events from our local area		✓	✓	White	✓	
	I can explain how events from our local area had an impact beyond our region (relating to the key concepts)						
	I can place a non-European civilisation on a time line along with major historical periods of the same time including British and European history.	Mayan Civilisation	Yellow	White	✓	White	
	I can give a detailed overview of a non-European civilisation that contrasts with British history (relating to the key concepts)						

Local history
British history
World history

History Key Concept Mapping Document

It is important to recap previous content and historical ideas covered through the contexts for learning so that this knowledge can be built upon across the school. This document shows the learning journey through each key context, showing where and when each has been previously considered.

Where a context is first visited, (for example, ‘Hierarchy & Power’ is first introduced in year 3), there should be time given to consider the context and what it may entail (see **History Curriculum** for examples).



Knowledge and skills sequencing			HISTORY – Second Order Concepts				
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Similarity and difference <i>Within the same time period eg: between groups, places or societies</i>	I can identify and describe similarities and differences between myself and others	I can identify things that are the same and different within a period studied, focusing on one or more of the 4 key concepts		I can describe similarities and differences within a time period in relation to groups, places or societies Eg: how did the Roman invasion of Britain affect different groups or places?	I can explain the differences in the lives of people from different social classes, cultures, religions or race	I can undertake research in order to find similarities and differences between groups, places or societies and draw my own conclusions in relation to one or more of the 4 key concepts	
Cause and consequence <i>Analysing why events happened</i>	I can say why something happened	I can explain why a historical event happened and what happened as a result I can explain why an important person from history acted the way they did and what the impact of this was		I can identify and give reasons for historical events and explain the impact I can explain how a historical event impacted on at least one of the 4 key concepts	I can explain a range of factors that caused historical events I understand the impact of historical events in a historical period or on later periods of history.		
Continuity and change <i>Analysing the pace, type and extent of change across time periods, including what impact it had</i>	I can talk about some things that have changed during my lifetime	I can identify things that have changed or stayed the same during my lifetime	I can identify things that have changed or stayed the same by comparing the present with a time before I was born	I can explain the links between significant events I can explain what changed and stayed the same between 2 periods of history in relation to at least one of the 4 key concepts	I can summarise the main events from a period of history, explaining the order of events and making connections between them. I can justify how or why things changed or did not change over time in relation to one of the 4 key concepts		
Historical significance <i>Why some events or people are deemed to be significant by historians</i>	I can recognise and describe special times or events for me, my friends or family	I know about some significant people or events from before I was born I can explain how historical events and people changed things		I am aware of some pivotal events and people in modern British history and why historians see them as significant	I understand the reasons why some events or people are deemed to be significant I am aware of a wider range of significant people and events from my studies of British and World History		