



History Curriculum Overview

History is a subject which helps pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

"We are not makers of history, we are made by History." Martin Luther King Jr

Our curriculum intent

Our History curriculum will enable pupils to:

- ❑ know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- ❑ know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- ❑ gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- ❑ 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

Assessment

Teachers assess throughout as well as at the end of each lesson and record this assessment on their unit plans. Teachers identify children who have exceeded the expectation or who need more practice and use this to decide the starting point for the next lesson.

The assessment information is also passed on to the subject leader at the end of a unit so that the subject leader can look for patterns across this school. The teacher's feedback on the teaching of the unit is important for the subject leader when they come to revise the unit plans for the following year.

A summative judgement is also completed at the end of each term.

Our curriculum approach - Knowing and remembering more

Our aim is for all pupils to see themselves as historians and have a real passion for the subject. We do this through an active curriculum that incorporates the outdoors where possible; providing our pupils with 'memorable' experiences and visits to bring History alive; as well as regular opportunities to work together collaboratively. We aim to develop their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.

We believe that the History curriculum we offer at Bradley Green is exceptional. We have a detailed and well-sequenced curriculum with built in retrieval activities to enable the children to know and remember more. Our curriculum challenges misconceptions and makes links to previous and future learning.

Our curriculum is designed so that key concepts are revisited within and across year groups so that children can relate information and ideas to each other and make sense of them.

Key concepts:

- Similarities and differences
- Cause and consequence
- Chronology
- Viewpoint, interpretation and bias

We believe that it is important for children to develop an understanding of chronology and so this is a big focus in our curriculum and the way that it has been designed. For example, our Key Stage 2 curriculum based around conflict is taught in chronological order.

We also have a big focus on exploring and using historical sources in order to create a picture of the past and exploring the viewpoints of the authors of written sources. We believe that children need to consider bias and interpretation when looking at sources of information.

We have focused our curriculum on some key themes and ensured that these key themes are revisited within and across year groups so that children can deepen their understanding of the past.

Our key themes are:

- Beliefs
- Society
- Monarchy
- Conflict
- Technology
- Reform
- Economy
- Settlement

History in EYFS

In EYFS, the main focus is children understanding their own life history. This is done through discussions and stories. Children have opportunities to revisit past experiences through class journals and photographs. We discuss events on our calendar which links to chronology. We discuss the past and present through our chosen topics.

SEND

Our classrooms are inclusive classrooms. They are places where learning opportunities are tailored to meet the needs of all children; in lessons where adults have thought about the ways in which learning is purposeful, meaningful, and relevant to the current needs of every child. These are classrooms where lessons are pitched so that every child experiences success and makes progress in their learning.

Lesson structure

Each lesson begins with some retrieval of key knowledge and vocabulary from previous lessons and units from the current and previous year groups. We believe that it is vital that children know and remember more. *"Building our long-term memory and our level of fluency in recall. More fluent recall allows more space in working memory to attend to applying the knowledge to explain deeper questions."*

The learning intentions will be shared with the children. *"If we don't know where we are going, we'll never arrive!"*

Before the new learning takes place, staff will activate some prior knowledge, which links to the new learning of the lesson, through a retrieval type task or a discussion. *"Prior learning needs to be active in our working memory if we're going to add layers of complexity to it. New information is only stored if we link it to the knowledge we already have."*

The main part of the lesson may contain an 'I do', 'we do' or 'you do' element depending on the content and where they are up to in the unit. This is where the teacher will model, children will work together and/or with the teacher so that they are supported and then children will complete a task independently.

Throughout the lesson, staff will use a range of questions to assess the children's understanding and guide the lesson appropriately, tailoring the lesson for individuals if required.

At the end of the lesson, staff will ask carefully targeted questions to assess children's understanding. These questions are open questions that relate to understanding rather than just remembering. This assessment is then used to decide a starting point for the next lesson in the sequence.

Any assessments made during the lesson regarding children's understanding as individuals or as a whole are noted on the bottom of the unit plan.

Personal development

Through our History curriculum, we have a determination to develop learners to have a well-rounded set of British Values that enable them to keep themselves safe and prepares them for life in the modern world in a diverse and ever-changing community aspiring for equality for all. We have a cast iron conviction to develop the behaviours that children need to succeed in the world ensuring they are ready, respectful, and safe. To understand spirituality in themselves and others, develop social skills and understand society, build a firm set of personal morality, and to engage in the culture they live in and understand the cultures of others. Our lessons are carefully planned to allow all children to develop the 10 life skills we work on at Bradley Green: Managing distractions, noticing, perseverance, questioning, planning, reasoning, collaboration, listening, empathy, and organisation.

Developing expertise



Historical Association

The voice for history

The subject leader keeps up to date with the latest information and research by being part of work group within in the trust.

We are part of the Historical Association, and this has access to some great CPD.

Unit plans have been created by the subject leader to support the teachers in delivering high quality lessons.

Oracy education

Oracy develops students' confidence, articulacy, and capacity to learn. We provide a high-quality oracy education as a Voice 21 school.

There are many opportunities purposefully planned into the History curriculum for children to talk. We believe that every child should have the opportunity to not only learn through talk but learn to talk. Therefore, we use different talk tactics and groupings throughout our curriculum.

Bradley Green
@BradleyGreenPA

Bradley Green
@BradleyGreenPA

Bradley Green
@BradleyGreenPA

What has changed about factories since the Industrial Revolution?

In History this afternoon, #BradleyGreenY4 have been discussing the similarities and differences between modern day factories and the factories during the Industrial Revolution.
#BradleyGreenHistory

What amazing work in History from across the school 🙌💚 #BradleyGreenHistory #ambitionforexcellence

In History #BradleyGreenY3 are learning about the lives of Ancient Egyptians through hieroglyphics. #BradleyGreenHistory

