



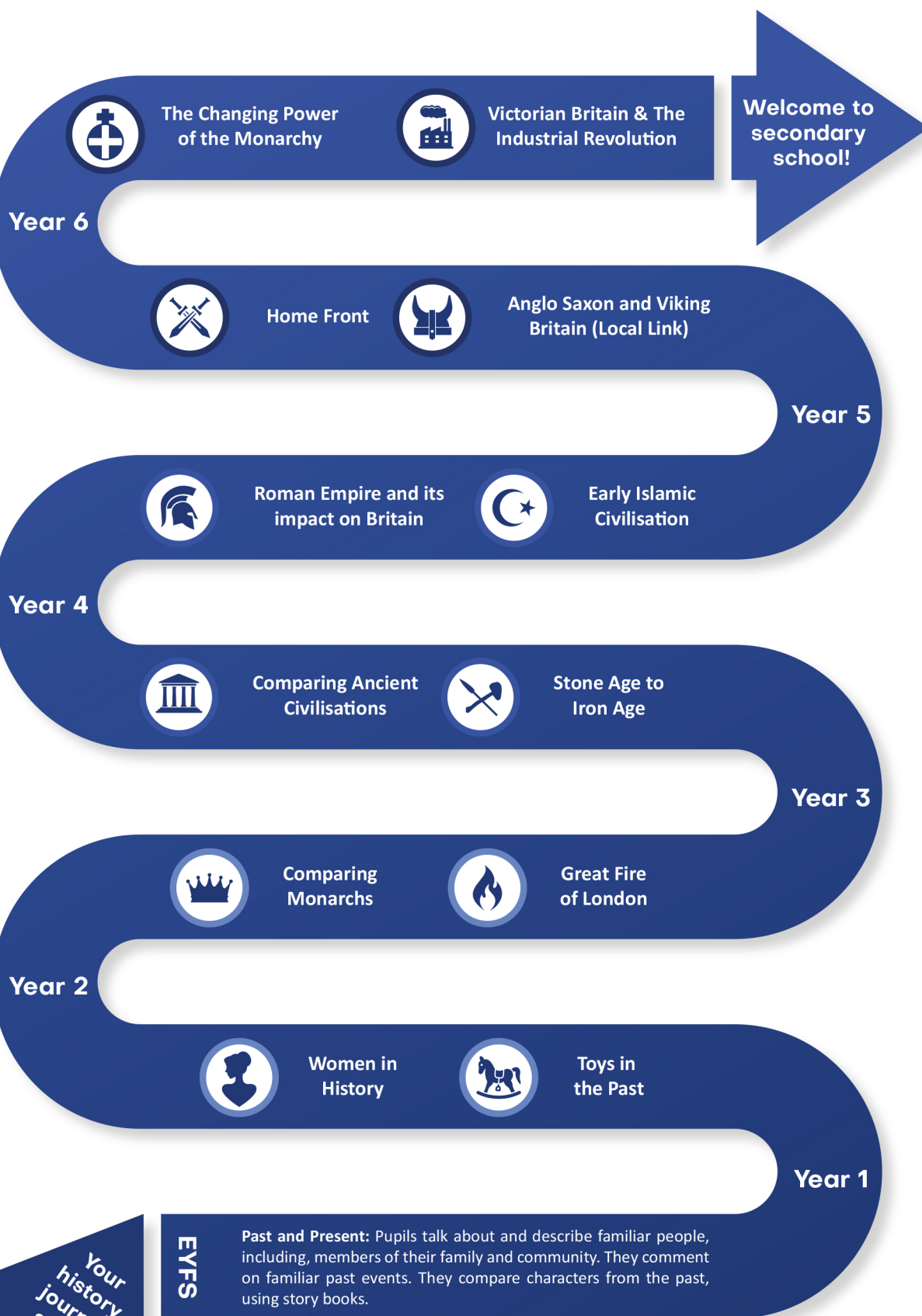
HISTORY

CURRICULUM: HISTORY



Christ at the Centre, Children at the Heart

Curriculum Narrative



Curriculum Narrative

Why do historians read?	Write like a historian	Threshold Concepts
<p>To find evidence and gather information</p> <p>To learn about past events</p> <p>To analyse and make predictions</p> 	<p>Cause - This relates to the art of causal reasoning: how or why events or states of affairs occurred or emerged.</p> <p>Consequence - This relates to the consequences of an event or development.</p> <p>Change and continuity - This relates to historical analysis of the pace, nature and extent of change.</p> <p>Similarity and difference - This relates to historical analysis of the extent and type of difference between people, groups, experiences or places usually in the same historical period.</p> <p>Significance - This focuses on how and why historical events, trends and individuals are ascribed historical significance.</p>	 <p>CHRONOLOGY Place historical periods in time and discussing their chronology on a timeline in relation to other time periods.</p>  <p>INVESTIGATING THE PAST Understand and evaluate how the past is constructed using contemporary source material.</p>  <p>COMMUNICATING HISTORY Use historical terms and vocabulary, ask and answer questions, construct argument and reach a conclusion.</p>  <p>THINKING LIKE A HISTORIAN Explain change and continuity, cause and consequence, similarity and difference and the significance of events and people.</p>

The study of history can bring pupils into a rich dialogue with the past and with the traditions of historical enquiry. Through history, pupils come to understand their place in the world, and in the long story of human development. The study of history challenges pupils to make sense of the striking similarities and vast differences in human experiences across time and place. Pupils learn how historians and others construct accounts about the past.

The journey begins...

In **EYFS**, history is included within “Understanding of the World”, where pupils learn about history through the Early Learning Goal ‘**Past and Present**’. Pupils are encouraged to talk about members of their immediate family and community, name and describe people who are familiar to them, comment on images of familiar situations in the past and compare and contrast characters from stories including figures from the past. This helps pupils to develop awareness of the past, which is then built upon in **Year 1** when pupils’ understanding of the past starts to develop into an awareness of a chronological framework in which people and events can be placed. They do this through looking at changes within and beyond living memory such as **Toys in the Past**, and through investigating the lives of significant **Women in History**. Pupils’ chronological framework is further enhanced in Year 2 when they study key events such as the **Great Fire of London**, building upon their understanding of how we find out about the past by asking and answering questions. Pupils also build upon their studies of Women in History by **Comparing Monarchs** which allows them to develop the skill of identifying similarities and differences between periods to an even greater degree than in Year 1.

Key Stage 2 is sequenced chronologically, to help pupils build a rich understanding of change and continuity in British, local and world history. Pupils study local and British history, and a history of the wider world in parallel. Starting with a study of the **Stone and Iron Age** in **Year 3**, leading on to the impact that the **Roman Empire** had on the island in **Year 4**, and changes under the **Anglo-Saxon and Vikings** in **Year 5**. This allows pupils to understand the history of these islands as a coherent, chronological narrative. Throughout Key Stage 2, pupils also study ancient civilisations and aspects of the wider world starting in **Year 3** with **Comparing Ancient Civilisations**, including Greece and Egypt, and this links with the **Roman Empire** which is explored in **Year 4**. In **Year 4** pupils move back in time on to **Early Islamic Civilisation**. Following the Romans, pupils go on to study a **non-European society that contrasts with British History**. In **Year 5**, pupils will extend their chronological knowledge beyond 1066 by studying a significant turning point in British History, the **Home Front** during World War II. In **Year 6**, pupils complete thematic studies of **Changing Power of the Monarchy** and **Victorian Britain and the Industrial Revolution** which allows them to establish clear narratives across the periods studies, and note connections, contrasts and trends over time.

Curriculum Narrative

Progression through the Threshold Concepts

Within history, there are 4 key elements, which combined, ensure that our pupils can access a deep understanding of the subject. Pupils make progress in history by developing their knowledge about the past (this knowledge is often described as 'substantive knowledge') and their knowledge about how historians investigate the past, and how they construct historical claims, arguments and accounts (often described as 'disciplinary knowledge'). The threshold concepts relate to different aspects of disciplinary knowledge, and substantive knowledge is vital to all of them.



Chronology

Developing pupils' chronological understanding underpins the sequencing of the history curriculum, as indicated above. Pupils develop their understanding of the past as a concept in EYFS, by placing people and events in a historical framework in Key Stage 1. This historical framework becomes more comprehensive at Key Stage 2 where pupils develop a chronologically secure knowledge and understanding of the broad characteristics and features of British, local and world history from the Stone Age to beyond 1066.



Thinking like a Historian

Progressing from understanding themselves and their families at EYFS, at Key Stage 1 pupils start to ask questions about historical events and people. Through this pupils learn about and understand key features of events in the past. Consequently, they are also then able to compare aspects of life in different historical periods through significant individuals in the past. This evolves at Key Stage 2 into pupils developing their understanding of the disciplinary concepts of cause, consequence, change and continuity, similarity and difference, and historical significance. Pupils learn how to explain how or why events happen, their consequences, the extent, nature and pace of historical change, similarities and differences between people, groups, experiences or places, and why historical events and individuals are significant.



Investigating the Past

This Threshold Concept is concerned with how historians investigate the past. Through EYFS and Key Stage 1 pupils will understand some of the ways in which we find out about the past and identify different ways it is represented. As pupils progress to Key Stage 2 they will develop an understanding of how interpretations of the past are constructed, making inferences about the past through analysis of contemporary historical sources and conducting historical enquiry about the reliability of sources. Pupils will identify the difference between a source and an interpretation, and recognise how historians use sources as evidence to construct, challenge or test claims about the past. While making inferences about the past from sources, pupils will use their contextual knowledge to support inferences and analyse and evaluate the reliability/usefulness of sources based on their provenance and the pupils' knowledge of the context. Pupils will also learn the idea of misconceptions about sources and evidence.















Communicating History

This Threshold Concept is concerned with how to write about the past. This includes using historical terms and vocabulary; in EYFS pupils will use common words and phrases to describe the past and the passing of time. In Key Stage 1 pupils will begin to use a wide range of vocabulary of everyday historical terms and be able to select sources to recall events of the past. Through Key Stage 2 pupils will select historical terms appropriately, including tier 2 and tier 3 vocabulary, as well as use abstract terms. Pupils will ask and answer questions and construct arguments and reach conclusions.

Curriculum Overview

“Studying history helps children to understand their place in the world, and in the long story of human development. And it challenges them to make sense of the similarities and differences in human experiences across time and place.”

– Amanda Spielman

Curriculum Coverage					
Upper KS2	Y6		Changing Power of the Monarchy		Victorian Britain and The Industrial Revolution
	Y5		Anglo Saxon and Viking Britain		Crime and Punishment
Lower KS2	Y4		Roman Empire and its impact on Britain		Early Islamic Civilisation
	Y3		Stone Age to Iron Age		Comparing Ancient Civilisations
KS1	Y2		Comparing Monarchs		Great Fire of London
	Y1		Toys Past and Present		Women in History

Intent

Our intention is that every child will be an interested and inquisitive learner of History. We follow the National Curriculum programmes of study for each year group, aiming to create the very best historians, well equipped to continue their studies in history as they move throughout their education. We challenge pupils to think, act and speak like those working in the field would, by developing a consistent approach across all year groups. Substantive knowledge and disciplinary knowledge are explicitly taught. By substantive knowledge we mean the people, events and developments from the past that children will learn about. By disciplinary knowledge, we mean all the various processes that children need to develop if they are to get better at a subject. This can both refer to a process of doing something (e.g. interpreting a source) but also a thought process in order to understand big concepts such as change, continuity and consequence.

High quality history teaching in primary school is our ultimate goal. This forms part of a larger progressive curriculum from EYFS to Year 6 and into KS3 and KS4. Our units are cohesive and sequential, accounting for prior knowledge and key skills for meaningful progression. We recognise it is fundamental that pupils develop chronological knowledge, both in terms of sequencing periods of history and of having a clear sense of the characteristics of a particular period. Linking learning within and across key stages is essential to developing the bigger picture of history. In order to communicate their understanding, key historical terms are taught well and in context. The explicit teaching of the precise and subtly changing meanings of vocabulary linked to each topic has been developed over time with careful planning and revisiting allowing for long-term retention.

Historical concepts need to be rooted in the study of actual historical people, events, and development, which allows for the flow of the immediate narrative of learning and brings it to life and serves to build up an unseen and almost instinctive layer that forms our longer-term knowledge. It is this that underpins all future learning, giving us a chronological framework, historical terms and key concepts that enhance our learning across the curriculum.

Curriculum Overview

Implementation

The planning of each unit has been rooted in the four key concepts of: Chronology, Communicating History, Investigating the past and Thinking like a Historian. High quality input from experts and educational resources, including detailed CPD, complement the delivery of specialist learning, just as high-quality teaching responds to the needs of children. Collaborative planning created by both Primary and Secondary colleagues, provides units of work, rooted in historical content, which focus on embedding challenge, metacognition, retrieval and practice.

Research around cognitive science is used to help children learn and remember more. Understanding is checked through spaced retrieval exercises. Throughout units of work teachers will make links and encourage children to connect past learning and historical knowledge and skills. Lessons are clearly linked to the threshold concepts of the National Curriculum and are planned in sequences that provide children with the opportunities to review, remember, deepen and apply their understanding. Formative assessments are used within lessons to gain understanding and shape teaching and learning. Wider opportunities are provided to enhance children's experiences both inside and outside the classroom.

Impact

Pupils develop knowledge of History over time and explore their own locality through local history topics. They investigate and interpret the past, recognising that our understanding of the past comes from an interpretation of the available evidence. They build an overview of world history with an appreciation of the characteristic features of the past and that these features are similar and different across time periods and for different sections of society. Pupils understand chronology, how to chart the passing of time and how some aspects of history happened at similar times in different places. They can communicate historically using historical vocabulary and techniques to convey information about the past.

Pupil dialogue and work in books shows a high standard of history being taught. Pupils are able to talk and are able to demonstrate their learning with historical language and vocabulary about a particular period. They can make links and connections to what they have been taught previously. Historical learning and enjoyment is visible. Pupils will have experienced a wide breadth of study and cultural capital, be able to think, reflect upon, write and debate about the past. They will have an in-depth, long-lasting knowledge of historical people and periods and be able to think like historians, ready for KS3 and the wider world.

Curriculum Continuity: EYFS to Year 1

A team of Primary teachers and Secondary Heads of Department within BHCET have worked together to produce high quality units, following the threshold concepts. An effective history curriculum must cover all four of these concepts and within one lesson, at least three of these concepts should be covered. Writers of these units have worked to identify sufficient breadth of content and ensure that pupils learn in sufficient depth. The units are written for year 1 pupils up to year 6. This document captures the progression from EYFS into year 1.

Threshold Concepts

How does the Early Years Framework fit within the four threshold concepts?

Chronology	Investigating the Past	Communicating History	Thinking Like a Historian
Understanding the World, Past and Present			
Know some similarities and differences between things in the past and now, drawing in on their experiences and what has been read in class.	Begin making sense of their own life-story and family's history. Talk about the lives of the people around them and their roles in society.	Understand the past through settings, characters and events encountered in books read in class and storytelling.	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.

What are the Key Stage 1 Historical Skills?

Chronology	Investigating the Past	Communicating History	Thinking Like a Historian
Sequence artefacts and events that are close together in time. Order dates from the earliest to latest on simple timelines. Sequence pictures from difference periods. Describe memories and changes that have happened in their own lives. Use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time.	Start to compare two versions of past events. Start to understand that there can be different versions of the same event from the past. Observe and use pictures, photographs and artefacts to find out about the past. Start to use stories or accounts to distinguish between fact and fiction. Observe or handle evidence to ask simple questions about the past. Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations. Sort some objects/artefacts into new and old and then and now. Identify old and new things across periods of time through pictures, photographs and objects.	Talk, write and draw about things from the past. Use historical vocabulary to retell simple stories about the past. Know and recount episodes from stories and significant events in history. Describe significant individuals from the past. Talk and write about things from the past using some historical vocabulary.	Continuity and Change: <ul style="list-style-type: none"> Begin to identify old and new things across periods of time through pictures, photographs and objects. Being to understand that some things change and some things stay nearly the same. Cause and Consequence: <ul style="list-style-type: none"> Understand that a cause makes something happen and that historical events have causes Explain that historical events are caused by things that occurred before them Understand that a consequence is something that happens as a result of something else. Historical Significance: <ul style="list-style-type: none"> Explain reasons why someone might be significant Talk about why a person was important Talk about why the events was important and what happened.

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Statutory framework for the Early Years Foundation Stage September 2023