



History



**St Joseph's Catholic
Primary School**



Learning Journey

Welcome to
secondary
school!

Year 5/6
Cycle B



Victorian Britain & The
Industrial Revolution



The Changing Power
of the Monarchy



Home Front



Anglo Saxon and Viking
Britain (Local Link)

Year 5/6
Cycle A



Comparing Ancient
Civilisations



Ancient Maya

Year 3/4
Cycle B



Roman Empire and its
impact on Britain



Stone Age to
Iron Age

Year 3/4
Cycle A



George
Stephenson



Captain Cook &
Dr Nicholas Patrick

Year 1/2
Cycle B



Great Fire of London &
Great Fire of Gateshead



Toys & Transport
Through Time

Year 1/2
Cycle A

Your
history
starts
here!

EYFS

Past and Present: Pupils talk about and describe familiar people, including, members of their family and community. They comment on familiar past events. They compare characters from the past, using story books.

History at St. Joseph's

Intent

History is all around us — in our families, communities, and the wider world. Through our history curriculum, we want children to achieve well and understand their place in a world enriched by the past. We aim to spark curiosity, celebrate diverse backgrounds, and help pupils understand how and why people interpret history in different way



I AM A HISTORIAN

Our History Vision

- Develop a secure understanding of chronology by placing historical periods in time and making connections.
- Investigate the past using a range of sources, assessing reliability and making evaluations.
- Communicate historical understanding using vocabulary, asking and answering questions and forming reasoned conclusions.
- Be curious and engaged historians!



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 Collaborative planning created by both Primary and Secondary colleagues, provides units of work, rooted in historical content, which focus on embedding challenge, metacognition, retrieval and practice.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

- When pupils leave our school, pupil will know more, remember more and understand more about History
- They will have developed a secure knowledge and understanding of people, events and contexts from the historical periods covered and developed the ability to think and write like a historian.
- They will have the firm foundations in History and are well placed to make good progress at Key Stage 3.

Curriculum Narrative

Why do Historians Read?

To find evidence and gather information

To learn about past events

To analyse and make predictions



Write like a Historian

Cause - This relates to the art of causal reasoning: how or why events or states of affairs occurred or emerged.

Consequence - This relates to the consequences of an event or development.

Change and continuity - This relates to historical analysis of the pace, nature and extent of change.

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.

Significance - This focuses on how and why historical events, trends and individuals are ascribed historical significance.

Threshold Concepts



CHRONOLOGY

Place historical periods in time and discussing their chronology on a timeline in relation to other time periods.



INVESTIGATING THE PAST

Understand and evaluate how the past is constructed using contemporary source material.



COMMUNICATING HISTORY

Use historical terms and vocabulary, ask and answer questions, construct argument and reach a conclusion.



THINKING LIKE A HISTORIAN

Explain change and continuity, cause and consequence, similarity and difference and the significance of events and people.

	Year 1/2	Year 3/4	Year 5/6
Year A	Toys & Transport Through Time 	Stone Age to Iron Age 	Anglo Saxon and Viking Britain
	Great Fire of London and Gateshead 	Life in Roman Britain 	The Home Front
Year B	George Stephenson and the Railway 	Ancient Civilisations (Egyptians and Greeks) 	Victorian Britain and the Industrial Revolution
	Captain Cook and Dr Nicholas Patrick 	Ancient Maya 	Changing Power of the Monarchy

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

- Pupils begin to understand the concept of the past in EYFS.
- In Key Stage 1, they place people and events within a historical framework.

At Key Stage 2, pupils develop:

- A chronologically secure knowledge of British, local, and world history.
- Understanding of historical periods from the Stone Age to beyond 1066 (e.g. Medieval, Tudor).

Thinking like a Historian

- Pupils in EYFS explore their own lives and families.

Key Stage 1:

- Pupils ask questions about historical events and significant individuals.
- Begin to compare aspects of life across different historical periods.

Key Stage 2:

- Pupils develop understanding of key disciplinary concepts:
 - Cause and consequence
 - Change and continuity
 - Similarity and difference
 - Historical significance
- They explain:
 - Why events happened and their consequences.
 - The extent and nature of historical change.
 - Similarities and differences between people, groups, places, and experiences.
 - Why certain events and individuals are historically significant.

Investigating the Past

EYFS and Key Stage 1:

- Pupils learn how we find out about the past.
- Recognise different ways the past is represented.

Key Stage 2:

- Pupils understand how interpretations of the past are constructed.
- They:
 - Make inferences using historical sources from the time.
 - Conduct enquiries into the reliability of sources.
 - Distinguish between sources and interpretations.
 - Use contextual knowledge to support analysis.
 - Evaluate reliability and usefulness based on provenance and context.
 - Explore misconceptions and biases in historical evidence.

Communicating History

EYFS:

- Pupils use common words and phrases to describe the past and the passing of time.

Key Stage 1:

- Use a wider range of everyday historical terms.
- Select sources to recall past events.

Key Stage 2:

- Use historical terms appropriately, including:
 - **Tier 2 vocabulary** (e.g. *significant, impact*)
 - **Tier 3 vocabulary** (e.g. *monarchy, empire*)
- Employ abstract terms to describe historical concepts.
- Ask and answer historical questions.
- Construct arguments based on evidence.
- Reach informed conclusions about historical events and interpretations.

Common Threads

The curriculum has been developed with key threads underpinning the different units. These threads run through the different units to ensure children build an in-depth knowledge and can compare different periods of time, events and significant people.

Locality	Transport	Significant People	Religion & Beliefs	Housing & Settlements	Empire and Rulers	Roles of Women, Men & Children
						

The threads that are commonly woven through the Key Stage One units are locality, transport and significant people. Religion and beliefs, housing, empire and rules and the roles of women, men and children are commonly woven throughout the Key Stage Two units.

		Year 1/2	Year 3/4	Year 5/6
Year A	Topic	Toys & Transport Through Time	Stone Age to Iron Age	Anglo Saxon and Viking Britain
	Threads	 	   	    
	Topic	Great Fire of London and Gateshead	Life in Roman Britain	The Home Front
	Threads	  	    	  
Year B	Topic	George Stephenson and the Railway	Ancient Civilisations (Egyptians and Greeks)	Victorian Britain and the Industrial Revolution
	Threads	  	    	   
	Topic	Captain Cook and Dr Nicholas Patrick	Ancient Maya	Changing Power of the Monarchy
	Threads	  	  	   

Curriculum Coverage

	National Curriculum Statement	History Unit
Key Stage One	Changes within living memory. Where appropriate, these should be used to reveal aspect of change in national life.	Toys and Transport Through Time
	Events beyond living memory that are significant nationally or globally.	The Great Fire of London and the Great Fire of Gateshead and Newcastle
	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.	Captain Cook and Dr Nicholas Patrick
	Significant historical events, people and places in their own locality.	George Stephenson and the Railway
Key Stage Two	Changes in Britain from the Stone Age to Iron Age	Stone Age to Iron Age
	The Roman Empires and its impact on Britain	Roman Empire and its Impact on Britain
	Britain's settlement by Anglo-Saxons and Scots	Anglo-Saxon and Viking Britain
	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Anglo-Saxon and Viking Britain
	A local history study	Roman Empire and its Impact on Britain Anglo-Saxon and Viking Britain Victorian Britain & the Industrial Revolution
	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	Changing Power of the Monarchy Home Front Victorian Britain & the Industrial Revolution
	The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumer,; the Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China	Comparing Ancient Civilisations
	Ancient Greece – a study of Greek life and achievements and their influence on the western world.	Comparing Ancient Civilisations
	A non-European society that provides contrasts with British history.	Maya Civilisation

Curriculum Continuity – EYFS TO KS1

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 Key Stage One and gives suggested texts that could be explored with Early Years pupils to support the history threshold concepts.

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. Appreciate the difference between old and dirty or worn. Know the difference between old and new. Know the difference between long ago and now Compare old and new objects/ artefacts be able to put up to two artefacts or events in order. Begin to appreciate that their life is different to the lives of people in the past. Use words like yesterday, last week, old and new.	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. Ask questions or make remarks about illustrations in a book they are reading which may be set in the past. Begin to recognise that characters in a book they know acted as they did because it was a long time ago.	Understand the past through settings, characters and events encountered in books read in class and storytelling. Talk about the lives of people around them and their roles in society. Talk, draw and write to show ideas/communicate understanding. Begin to sequence pictures to show time order.	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Give a reason for why something has changed between now and the past. Look at or touch objects from the past and comment on appearance. Recognise that the past is different from today.

Curriculum Continuity – EYFS TO KS1

What are the Key Stage One 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 different 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: 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: 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: Explain reasons why someone might be significant Talk about why a person was important Talk about why the events were important and what happened.

SEND

The BHCET History curriculum has been designed to be delivered to the whole class. However, the tasks are adapted by class teachers to meet the needs of individual children. To ensure pupils with SEND achieve well, they should be exposed to the same learning as their peers; however, the way they evidence their learning through the tasks can be adapted.

Through scaffolding, tasks can be adapted to ensure all learners can access and evidence the same threshold concepts and learning objectives as their non-SEND counterparts. Scaffolding strategies can include providing sentence starters, a writing frame, vocabulary banks, sorting and matching cards or visual prompts. Reactive or proactive adaptations can make the BHCET curriculum accessible and achievable for all.

Other strategies of adaptation are outlined through the EEF's Five-a-Day principles, which include explicit instruction, metacognitive strategies, flexible grouping and the use of technology:

Scaffolding

'Scaffolding' is a metaphor for temporary support that is removed when it is no longer required. Initially, a teacher would provide enough support so that pupils can successfully complete tasks that they could not do independently. This requires effective assessment to gain a precise understanding of the pupil's current capabilities.

Examples: Support could be visual, verbal, or written. Writing frames, partially completed examples, knowledge organisers, sentence starters can all be useful. Reminders of what equipment is needed for each lesson and classroom routines can be useful. Scaffolding discussion of texts: promoting prediction, questioning, clarification and summarising.

Explicit Instruction

Explicit instruction refers to a range of teacher-led approaches, focused on teacher demonstration followed by guided practice and independent practice. Explicit instruction is not just "teaching by telling" or "transmission teaching" One popular approach to explicit instruction is Rosenshine's 'Principles of Instruction'.

Examples: Worked examples with the teacher modelling self-regulation and thought processes is helpful. A teacher might teach a pupil a strategy for summarising a paragraph by initially 'thinking aloud' while identifying the topic of the paragraph to model this process to the pupil. They would then give the pupil the opportunity to practise this skill. Using visual aids and concrete examples promotes discussion and links in learning.

Cognitive and Metacognitive Strategies

Cognitive strategies are skills like memorisation techniques or subject specific strategies like methods to solve problems in maths. Metacognitive strategies help pupils plan, monitor and evaluate their learning

Examples: Chunking the task will support pupils with SEND – this may be through provision of checklists, instructions on a whiteboard or providing one question at a time. This helps reduce distractions to avoid overloading working memory.

Prompt sheets that help pupils to evaluate their progress, with ideas for further support.

Flexible Grouping

Flexible grouping describes when pupils are allocated to smaller groups based on the individual needs that they currently share with other pupils. Such groups can be formed for an explicit purpose and disbanded when that purpose is met

Examples: Allocating temporary groups can allow teachers to set up opportunities for collaborative learning, for example to read and analyse source texts, complete graphic organisers, independently carry out a skill, remember a fact, or understand a concept. Pre-teaching key vocabulary, is a useful technique.

Use of Technology

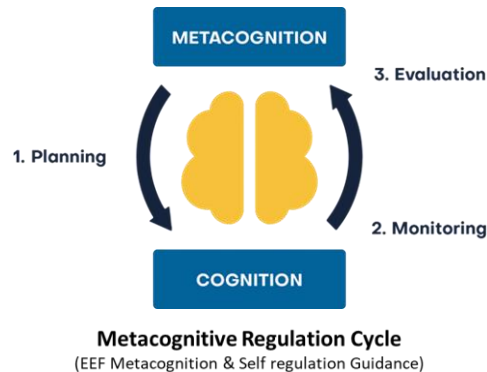
Technology can assist teacher modelling. Technology, as a method to provide feedback to pupils and/ or parents can be effective, especially when the pupil can act on this feedback.

Examples: Use a visualizer to model worked examples. Technology applications, such as online quizzes can prove effective. Speech generating apps to enable note-taking and extended writing can be helpful.

Assessment

Assessment comprises two linked processes:

Formative Assessment: provides Assessment for Learning. Is a continuous process and an integral part of teaching and learning; informal observations, dialogue/effective use of questioning, consolidation activities, low stakes quizzing, routine marking; and pupil/peer assessment all contribute to the developing profile of progress. When pupils make changes and consider actions to their work, based on the activity, they are 'self-regulating' their work. Self-regulating activities can be termed Assessment as Learning. Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning. Pupils start by **planning** how to undertake a task, working on it while **monitoring** the strategy to check progress, then **evaluating** the overall success.



Summative Assessment: provides Assessment of Learning and is a judgement of attainment at key points throughout the year—using past knowledge to measure attainment and progress. Examples of this are standardised tests, tasks and end of term/annual assessments which include a sample of pupil's prior learning.

Assessment is a continuous process which is integral to teaching and learning and:

- Enables an informed judgement to be made about a pupil's understanding, skills, attitude to learning and successful acquisition of knowledge as they move through the curriculum.
- Incorporates a wide range of assessment techniques to be used in different contexts/purposes.
- Is accompanied by **clear assessment criteria** that enables effective marking and feedback, a reliable progress evaluation to be given and demonstrates clearly what a pupil must do to improve.
- Provides feedback recognising achievement, increasing pupil confidence/motivation.
- Supports learning by making clear to pupils: what they are trying to achieve; what they have achieved; what the learning gaps and misconceptions are and what the next steps in learning are.
- Allows regular subject specific extended writing and access to high quality text/ reading.
- Should be moderated and standardised to ensure **purposeful, meaningful, and timely feedback**.
- Includes feedback to pupils to help them understand what they need to improve, challenging them to achieve their target rather than a grade.
- Allows leaders and staff to make timely adaptations to the curriculum.

