



HISTORY

## CURRICULUM: HISTORY



St Joseph's  
Catholic Primary School

*Love God, Love Learning, Love One Another.*



# CURRICULUM NARRATIVE



The Changing Power of the Monarchy



Victorian Britain & The Industrial Revolution

Welcome to secondary school!

Y5/6  
Cycle b



Home Front



Anglo Saxon and Viking Britain (Local Link)

Y5/6  
Cycle a



Roman Empire and its impact on Britain



Early Islamic Civilisation

Y3/4  
Cycle b



Comparing Ancient Civilisations



Stone Age to Iron Age

Y3/4  
Cycle a



Captain Cook & Dr Nicholas Patrick



Great Fire of London & Great Fire of Gateshead

Y1/2  
Cycle b



George Stephenson



Toys & Transport Through Time

Y1/2  
Cycle a

Your history journey 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.

*Love God, Love Learning, Love One Another.*



# 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.



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 and Transport Through Time**. Their understanding of transport and changes beyond living memory continues to develop through investigating the life of **George Stephenson** and then **Captain Cook and Dr Nicholas Patrick**. Pupils' chronological framework is further enhanced in Year 2 when they study key events such as the **Great Fire of London and the Great of Gateshead**, building upon their understanding of how we find out about the past by asking and answering questions. A common theme across these units is locality. Pupils will develop an understanding of significant individuals from the Northeast and how their local achievements have had national and even international impact.

**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 NARRATIVE

## 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 and Beliefs**



**Housing and Settlements**



**Empire and Rulers**



**Roles of Women, Men and 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.



# CURRICULUM NARRATIVE

*“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					
Y5/6	Cycle b		Changing Power of the Monarchy		Victorian Britain and the Industrial Revolution
	Cycle a		Anglo Saxon and Viking Britain		Home Front
Y3/4	Cycle b		Roman Empire and its impact on Britain		Early Islamic Civilisation
	Cycle a		Stone Age to Iron Age		Comparing Ancient Civilisations
Y1/2	Cycle b		Captain Cook and Dr Nicholas Patrick		Great Fire of London and the Great Fire of Gateshead
	Cycle a		Toys and Transport Through Time		George Stephenson

## Intent

At St. Joseph’s, our intention is that every child becomes an interested, inquisitive and knowledgeable historian with a strong understanding of the past and its influence on the world today.

We follow the National Curriculum programmes of study and aim to develop confident historians who are well equipped to continue their studies in History as they progress through education. Pupils are challenged to think, act and speak like historians, through a consistent and progressive approach across all year groups.

Both substantive knowledge and disciplinary knowledge are explicitly taught:

- Substantive knowledge refers to the historical people, events, periods and developments pupils learn about
- Disciplinary knowledge refers to how historians work — including interpreting evidence, analysing sources, weighing interpretations and understanding key concepts such as chronology, change, continuity, cause and consequence

High quality History teaching is a priority at St. Joseph’s and forms part of a coherent and progressive curriculum from EYFS to Year 6 and beyond. Our curriculum is carefully sequenced to ensure meaningful progression, with strong links made within and across key stages to build a clear chronological framework.

Key historical vocabulary is taught explicitly and in context, with careful revisiting to support long term retention. Historical concepts are rooted in the study of real people, events and periods, bringing learning to life and enabling pupils to develop a deep and lasting understanding of the past.



# CURRICULUM NARRATIVE

## Implementation

History at St. Joseph's is taught through cohesive, sequential units which build securely on prior learning and develop both knowledge and historical thinking.

Each unit is planned around four key concepts, which underpin all History learning:

- Chronology
- Communicating History
- Investigating the Past
- Thinking like a Historian

Units are collaboratively planned using high quality educational resources and specialist subject knowledge, ensuring appropriate challenge, depth and progression. Teaching is informed by cognitive science research, including the use of spaced retrieval, metacognition and regular opportunities to practise and apply learning.

### Teachers:

- Make explicit links to previous learning
- Encourage pupils to connect knowledge across units and time periods
- Use formative assessment to adapt teaching and support learning

Lessons are planned in clear sequences that allow pupils to review, remember, deepen and apply their understanding. Wider opportunities, both inside and outside the classroom, enhance pupils' historical experiences.

## Historical Enquiry and Careers

Careers education is explicitly embedded within every History unit.

Pupils learn about:

How historians work and construct knowledge about the past

The role of evidence, sources and interpretation

Careers linked to History, helping pupils understand how historical skills are used in real world contexts.

### Careers explored may include:

- Historians and researchers
- Archivists and museum curators
- Archaeologists
- Heritage and conservation officers
- Journalists and writers
- Lawyers and policymakers

This explicit focus helps pupils understand the purpose of studying History, builds cultural capital and raises aspirations by showing how historical knowledge and skills support a wide range of future pathways.

## Impact

By the time pupils leave St. Joseph's, they will have:

- Developed a secure chronological understanding of British, local and world history
- Built knowledge of significant historical people, events and periods
- Gained confidence in historical enquiry, including analysing sources and interpretations
- Used historical vocabulary accurately and fluently
- Made meaningful connections across time periods and topics
- Developed an awareness of history related careers and future opportunities

Pupil dialogue and work demonstrate a high standard of History learning, with pupils able to explain their understanding clearly using subject specific language. Enjoyment of History is visible, and pupils are able to reflect, debate and write thoughtfully about the past.

Pupils leave St. Joseph's with rich cultural capital, a deep and lasting understanding of History, and the ability to think critically like historians, fully prepared for Key Stage 3 and the wider world.



# CURRICULUM COVERAGE

	National Curriculum Statement	BHCET 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.	George Stephenson and the Railway Captain Cook and Dr Nicholas Patrick
	Significant historical events, people and places in their own locality.	George Stephenson and the Railway Captain Cook and Dr Nicholas Patrick
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	Ango-Saxon and Viking Britain
	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Ango-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.	Early Islamic 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
<b>Understanding the World, Past and Present</b>			
<p>Know some similarities and differences between things in the past and now, drawing in on their experiences and what has been read in class.</p> <p>Appreciate the difference between old and dirty or worn.</p> <p>Know the difference between old and new.</p> <p>Know the difference between long ago and now</p> <p>Compare old and new objects/ artefacts be able to put up to two artefacts or events in order.</p> <p>Begin to appreciate that their life is different to the lives of people in the past.</p> <p>Use words like yesterday, last week, old and new.</p>	<p>Begin making sense of their own life-story and family's history.</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Ask questions or make remarks about illustrations in a book they are reading which may be set in the past.</p> <p>Begin to recognise that characters in a book they know acted as they did because it was a long time ago.</p>	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Talk about the lives of people around them and their roles in society.</p> <p>Talk, draw and write to show ideas/communicate understanding.</p> <p>Begin to sequence pictures to show time order.</p>	<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Give a reason for why something has changed between now and the past.</p> <p>Look at or touch objects from the past and comment on appearance.</p> <p>Recognise that the past is different from today.</p>



# CURRICULUM CONTINUITY – EYFS TO KS1

## What are the Key Stage One Historical Skills?

Chronology	Investigating the Past	Communicating History	Thinking Like a Historian
<p>Sequence artefacts and events that are close together in time.</p> <p>Order dates from the earliest to latest on simple timelines.</p> <p>Sequence pictures from difference periods.</p> <p>Describe memories and changes that have happened in their own lives.</p> <p>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.</p>	<p>Start to compare two versions of past events.</p> <p>Start to understand that there can be different versions of the same event from the past.</p> <p>Observe and use pictures, photographs and artefacts to find out about the past.</p> <p>Start to use stories or accounts to distinguish between fact and fiction.</p> <p>Observe or handle evidence to ask simple questions about the past.</p> <p>Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations.</p> <p>Sort some objects/artefacts into new and old and then and now.</p> <p>Identify old and new things across periods of time through pictures, photographs and objects.</p>	<p>Talk, write and draw about things from the past.</p> <p>Use historical vocabulary to retell simple stories about the past.</p> <p>Know and recount episodes from stories and significant events in history.</p> <p>Describe significant individuals from the past.</p> <p>Talk and write about things from the past using some historical vocabulary.</p>	<p><b>Continuity and Change:</b> 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.</p> <p><b>Cause and Consequence:</b> 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.</p> <p><b>Historical Significance:</b> Explain reasons why someone might be significant Talk about why a person was important Talk about why the events were important and what happened.</p>



# CURRICULUM END POINTS

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Chronology	<ul style="list-style-type: none"> <li>-Use simple vocabulary to describe the passing of time (yesterday, long ago, now).</li> <li>-Sequence simple events in their own lives.</li> </ul>	<ul style="list-style-type: none"> <li>-Sequence artefacts and events close together in time.</li> <li>-Use terms such as old, new, before, after, past, present.</li> </ul>	<ul style="list-style-type: none"> <li>-Sequence events and objects on a simple timeline.</li> <li>-Describe changes within and beyond living memory.</li> </ul>	<ul style="list-style-type: none"> <li>-Place periods studied on a timeline with increasing accuracy.</li> <li>-Use terms such as BC/AD, ancient, civilisation</li> </ul>	<ul style="list-style-type: none"> <li>-Place key periods in British and world history on a secure timeline.</li> <li>-Describe the broad characteristics of periods studied.</li> </ul>	<ul style="list-style-type: none"> <li>-Develop a secure chronological overview from ancient civilisations to modern history.</li> <li>-Explain what happened before, during and after a period studied.</li> </ul>	<ul style="list-style-type: none"> <li>-Demonstrate a coherent understanding of British, local and world history.</li> <li>-Explain connections, contrasts and trends across periods.</li> </ul>

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Investigating the Past	<ul style="list-style-type: none"> <li>-Talk about members of their family and their roles.</li> <li>-Comment on images of familiar situations in the past</li> </ul>	<ul style="list-style-type: none"> <li>-Use pictures, artefacts and stories to find out about the past.</li> <li>-Identify different versions of the same event</li> </ul>	<ul style="list-style-type: none"> <li>-Ask and answer questions using sources.</li> <li>-Compare two versions of a past event.</li> </ul>	<ul style="list-style-type: none"> <li>-Use a range of sources to make simple inferences.</li> <li>-Identify whether a source is a primary source or an interpretation.</li> </ul>	<ul style="list-style-type: none"> <li>-Analyse sources for what they show and what they suggest.</li> <li>-Evaluate the usefulness of sources based on provenance.</li> </ul>	<ul style="list-style-type: none"> <li>-Evaluate interpretations and explain why they differ.</li> <li>-Use contextual knowledge to support inferences from sources.</li> </ul>	<ul style="list-style-type: none"> <li>-Critically evaluate sources for reliability and usefulness.</li> <li>-Distinguish confidently between sources and interpretations</li> </ul>

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Communicating History	<ul style="list-style-type: none"> <li>-Talk about past events using simple language.</li> <li>-Describe characters and settings from stories set in the past</li> </ul>	<ul style="list-style-type: none"> <li>-Talk, write and draw about things from the past.</li> <li>-Use simple historical vocabulary (e.g) monarch, explorer, invention.</li> </ul>	<ul style="list-style-type: none"> <li>-Retell significant events and describe important individuals.</li> <li>-Use a wider range of historical vocabulary (e.g) century, decade, reign.</li> </ul>	<ul style="list-style-type: none"> <li>-Use historical terms accurately in explanations.</li> <li>-Present findings using structured sentences and paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>-Use tier 2 and tier 3 vocabulary confidently.</li> <li>-Organise historical writing with clear structure and explanation</li> </ul>	<ul style="list-style-type: none"> <li>-Construct arguments using evidence.</li> <li>-Use increasingly abstract vocabulary (e.g) democracy, empire, invasion.</li> </ul>	<ul style="list-style-type: none"> <li>-Construct well reasoned arguments and reach substantiated conclusions.</li> <li>-Use precise historical vocabulary and abstract terms.</li> </ul>

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Think Like a Historian	<ul style="list-style-type: none"> <li>-Notice similarities and differences between life now and in the past.</li> <li>-Give simple reasons for why things have changed.</li> </ul>	<ul style="list-style-type: none"> <li>-Identify simple changes between past and present.</li> <li>-Understand that events have causes and consequences.</li> <li>-Explain why a person or event is significant.</li> </ul>	<ul style="list-style-type: none"> <li>-Identify similarities and differences between periods.</li> <li>-Explain simple causes and consequences.</li> <li>-Describe why an event or person was important.</li> </ul>	<ul style="list-style-type: none"> <li>-Explain causes and consequences of events studied.</li> <li>-Identify changes and continuities within a period.</li> <li>-Compare aspects of life across different civilisations.</li> </ul>	<ul style="list-style-type: none"> <li>-Explain how and why changes happened.</li> <li>-Identify similarities and differences across societies.</li> <li>-Explain why certain events or individuals were significant.</li> </ul>	<ul style="list-style-type: none"> <li>-Analyse causes and consequences in depth.</li> <li>-Explain trends over time (e.g) power, monarchy, technology.</li> <li>-Evaluate the significance of events and individuals.</li> </ul>	<ul style="list-style-type: none"> <li>-Analyse complex causes and consequences.</li> <li>-Explain change and continuity across long periods.</li> <li>-Evaluate significance using clear criteria.</li> <li>-Think and write like a historian, using evidence to support claims.</li> </ul>



# FIELDWORK

History						
Y1/2 (Cycle a)	Autumn 1	Autumn 2 <i>Toys through Time</i>	Spring 1	Spring 2 <i>George Stephenson</i>	Summer 1	Summer 2
			How have toys, children played with outside, changed?		What would we need to change in our school grounds if a railway was to be built?	

History						
Y3/4 (Cycle a)	Autumn 1	Autumn 2 <i>Comparing Ancient Civilisations</i>	Spring 1	Spring 2 <i>Stone Age to Iron Age</i>	Summer 1	Summer 2
			How does our school environment compare with the environments of ancient civilisations?		What materials were used in the Stone Age and Iron Age? Can we find any examples in our school grounds?	

History						
Y5/6 (Cycle a)	Autumn 1	Autumn 2 <i>Anglo-Saxons and Viking Britain</i>	Spring 1	Spring 2 <i>Home Front</i>	Summer 1	Summer 2
			How suitable would our school grounds have been as a settlement for Anglo-Saxons or Vikings?		Where would be the best place to build an air raid shelter on our school grounds? Why?	



# FIELDWORK





History						
Y1/2 (Cycle b)	Autumn 1	Autumn 2 <i>Great Fire of London</i>	Spring 1	Spring 2	Summer 1	Summer 2 <i>Captain Cook and Dr Nicholas Patrick</i>
			How safe are our school grounds compared to the Great Fire of London?			





History						
Y3/4 (Cycle b)	Autumn 1	Autumn 2 <i>Early Islamic Civilisation</i>	Spring 1	Spring 2	Summer 1 <i>Roman Empire and its Impact on Britain</i>	Summer 2
			How does our school environment compare to settlements in the Early Islamic Civilisation?			Are the materials Romans used to build similar today? Compare them with our school.





History						
Y5/6 (Cycle b)	Autumn 1	Autumn 2 <i>Changing Power of the Monarchy</i>	Spring 1	Spring 2	Summer 1 <i>Victorian Britain and the Industrial Revolution</i>	Summer 2
			How would the local community be organised in the past?			What impact would industrialisation have on our school grounds or town?



# CAREER LINKS AND INFLUENTIAL PEOPLE





		History					
		Autumn 1	Autumn 2 <i>Toys through Time</i>	Spring 1	Spring 2 <i>George Stephenson</i>	Summer 1	Summer 2
Y1/2 (Cycle a)	Career		Toy Designer 		Train driver 		
	Influential Person		Ruth Handler 		George Stephenson 		





		History					
		Autumn 1	Autumn 2 <i>Comparing Ancient Civilisations</i>	Spring 1	Spring 2 <i>Stone Age to Iron Age</i>	Summer 1	Summer 2
Y3/4 (Cycle a)	Career		Heritage Manager 		Archivist 		
	Influential Person		Howard Carter 		Saint Jerome 		





		History					
		Autumn 1	Autumn 2 <i>Anglo-Saxons and Viking Britain</i>	Spring 1	Spring 2 <i>Home Front</i>	Summer 1	Summer 2
Y5/6 (Cycle a)	Career		Media Researcher 		Armed Forces 		
	Influential Person		Ragnar Lothbrok 		Dame Kelly Holmes 		



# CAREER LINKS AND INFLUENTIAL PEOPLE





		History					
Y1/2 (Cycle b)		Autumn 1	Autumn 2 <i>Great Fire of London</i>	Spring 1	Spring 2	Summer 1	Summer 2 <i>Captain Cook and Dr Nicholas Patrick</i>
	Career		Fire Fighter 				Geoscientist 
	Influential Person		Samuel Pepys 				Captain Cook 





		History					
Y3/4 (Cycle b)		Autumn 1	Autumn 2 <i>Early Islamic Civilisation</i>	Spring 1	Spring 2	Summer 1 <i>Roman Empire and its Impact on Britain</i>	Summer 2
	Career		Heritage Manager 			Craftsmen 	
	Influential Person		King Hammurabi 			Local Craftsman 	





		History					
Y5/6 (Cycle b)		Autumn 1	Autumn 2 <i>Changing Power of the Monarchy</i>	Spring 1	Spring 2	Summer 1 <i>Victorian Britain and the Industrial Revolution</i>	Summer 2
	Career		The Lord's Chamberline's Office 			Signaller 	
	Influential Person		King Charles 			Robert Stephenson 	



# BRITISH VALUES, TRUST VIRTUES AND CATHOLIC SOCIAL TEACHINGS





		History					
Y1/2 (Cycle a)		Autumn 1	Autumn 2 <i>Toys through Time</i>	Spring 1	Spring 2 <i>George Stephenson</i>	Summer 1	Summer 2
	British Values		Individual Liberty 		Individual Liberty 		
	Trust Virtues and Catholic Social Teachings		Self-Belief 		Responsibility 		





		History					
Y3/4 (Cycle a)		Autumn 1	Autumn 2 <i>Comparing Ancient Civilisations</i>	Spring 1	Spring 2 <i>Stone Age to Iron Age</i>	Summer 1	Summer 2
	British Values		Individual Liberty 		Individual Liberty 		
	Trust Virtues and Catholic Social Teachings		Responsibility 		Common Good 		





		History					
Y5/6 (Cycle a)		Autumn 1	Autumn 2 <i>Anglo-Saxons and Viking Britain</i>	Spring 1	Spring 2 <i>Home Front</i>	Summer 1	Summer 2
	British Values		Individual Liberty 		Mutual Respect & Tolerance 		
	Trust Virtues and Catholic Social Teachings		Human Dignity 		Common Good 		



# BRITISH VALUES, TRUST VIRTUES AND CATHOLIC SOCIAL TEACHINGS

		History						
Y1/2 (Cycle b)		Autumn 1	Autumn 2 <i>Great Fire of London</i>	Spring 1	Spring 2	Summer 1	Summer 2 <i>Captain Cook and Dr Nicholas Patrick</i>	
	British Values		Mutual Respect & Tolerance 					Individual Liberty 
	Trust Virtues and Catholic Social Teachings		Responsibility 					Resilience 

		History						
Y3/4 (Cycle b)		Autumn 1	Autumn 2 <i>Early Islamic Civilisation</i>	Spring 1	Spring 2	Summer 1 <i>Roman Empire and its Impact on Britain</i>	Summer 2	
	British Values		Mutual Respect & Tolerance 				Mutual Respect & Tolerance 	
	Trust Virtues and Catholic Social Teachings		Solidarity 				Solidarity 	

		History						
Y5/6 (Cycle b)		Autumn 1	Autumn 2 <i>Changing Power of the Monarchy</i>	Spring 1	Spring 2	Summer 1 <i>Victorian Britain and the Industrial Revolution</i>	Summer 2	
	British Values		Democracy 				Individual Liberty 	
	Trust Virtues and Catholic Social Teachings		Responsibility 				Self-Belief 	



## 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.

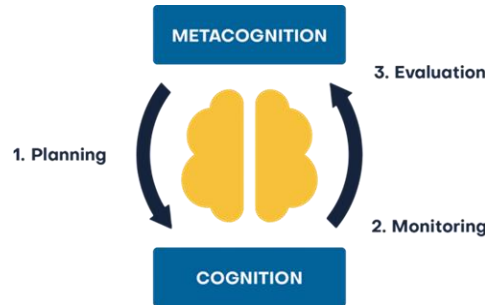
Examples: Use a visualizer to model worked examples. Technology applications, such as online quizzes can prove effective. Speech generating apps to enable note-taking and extended writing can be helpful.



# 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.



**Metacognitive Regulation Cycle**  
(EEF Metacognition & Self regulation Guidance)

**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.

