



HISTORY

CURRICULUM: HISTORY



**St William's
Catholic Academy**

Christ at the Centre, Children at the Heart

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 Key Stage 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. Pupils also develop the skill of asking and answering questions about the past and identifying similarities and differences between different periods of history. Teaching children in mixed aged classes on a two year rolling programme allows us to ensure children learn about a range of different people and events in British and World History in topics such as **Women in History** and **The Gunpowder Plot**. Units such as '**women in history**' and '**Comparing Queens**' allows children to develop an even greater understanding of similarities and differences between different periods in history.

Key Stage 2 children study a range of units focusing on specific periods of history (i.e. **The Victorians / Ancient Greece**) or units covering a theme from history across different time periods (**Crime and Punishment**). This 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. Throughout Key Stage 2, pupils also study ancient civilisations and aspects of the wider world such as **The Maya Civilization**, and the **Roman Empire** pupils extend their chronological knowledge by studying a significant turning point in British History, the **Home Front** during World War II. In **Upper Key Stage 2**, pupils complete thematic studies of **Changing Power of the Monarchy** and **Conflict Over Time** which allows them to establish clear narratives across the periods studies, and note connections, contrasts and trends over time.

In addition all children from Early Years to Year 6 complete a whole school 'mini topic' linked to important historical and cultural events every two years. Recent examples include Elizabeth II and The Olympics.

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

“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					
	Cycle A			Cycle B		
Class 2 Year 1 / 2	The Gunpowder Plot Information	Women In History Information	Comparing Queens Information	The Great Fire of London Information	Whole School MiniTopic	Explorers Information
Class 3 Year 3 / 4	Stone age to Iron Age Information	Ancient Greece Information	Henry VIII and the reformation Information	Life in Roman Britain Information	Whole School MiniTopic	Ancient Egypt Information
Class 4 Year 4 / 5	Crime and Punishment Information	The Maya Civilization Information	The Victorians Information	Anglo Saxons and Viking Britain Information	Whole School MiniTopic	The Great War
Class 5 Year 5 / 6	Conflict Over Time Information	Home Front (WW2) Information	Britain since 1948	Changing Power of The Monarchy Information	Whole School MiniTopic	Early Islamic Civilization Information

Intent

History is all around us; in our families with their unique backgrounds, cultures and traditions and in our local and wider communities. Our intent, when teaching history, is to stimulate pupil’s curiosity about the past, and to develop their knowledge, skills and understanding of why people interpret the past in different ways.

We aim to offer a high-quality history education that will help pupils develop a passion for learning and gain a coherent knowledge and understanding of Britain’s past and that of the wider world.

Our History curriculum is designed to develop children’s knowledge, understanding and curiosity of Britain’s past and that of the wider world.

At St. William's, we intend for children to:

- Be enthusiastic Historians: developing a love for learning, curiosity about the times and events that shaped the modern world.
- Be equipped with the skills of thinking critically, considering evidence, asking perceptive questions and making judgements.
- Understand the complexity of peoples lives and the process of change.
- Recognise the diversities of societies and relationships between different groups
- Understand their own identity and challenges of their own and others times

CURRICULUM NARRATIVE

Implementation

As a school within Bishop Hogarth Catholic Education Trust, we teach a scheme of work designed by a transition team of our primary school staff working with subject specialists from our secondary schools. This means our curriculum has been designed to ensure clear progression, in the acquisition of knowledge and for key skills, building on pupil's prior learning. We teach termly, discreet topics for all pupils from Year 1 to Year 6.

The curriculum units of work have clearly identified minimum knowledge 'end points,' and have been sequenced to ensure that pupils know more and remember more as they move through primary school and transfer into KS3.

Our curriculum covers the National Curriculum and is underpinned by the building blocks of History (Threshold Concepts) which are emphasised and reinforced in the history curriculum across our schools from KS1 to KS5

- Developing chronological understanding
- Communicating History
- Investigating the Past
- Thinking like a Historian

Each unit of work has a clear rationale, key topic vocabulary, builds on pupil's prior learning and defines the minimum knowledge and skills (end points) that pupils will learn. Assessment strands in topics give pupils the opportunity to demonstrate their learning and the knowledge companions that we call 'Learn it! Link It!' help pupils to remember the key elements of the topic. This helps pupil organise their learning into relevant areas and make links to other areas and subjects. Conceptual (Golden) threads of History are woven through our curriculum to ensure consistency, add focus and promote purposeful learning.

Topics and units lay out sequential components of learning which equates to 8-10 hours of teaching.

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.

The outcomes in History books evidence a broad and balanced history curriculum and demonstrate the pupil's acquisition of key knowledge and topic, 'end points'.

The majority of pupil will achieve age related expectations in History and clear progress will be evident in their topic work and in topic assessed tasks.

They will have the firm foundations in History and are well placed to make good progress at Key Stage 3.

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			
Talks about things they did at the weekend, yesterday, this morning .	Sort artefacts between 'old' and 'new'	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.
Able to use and follow a visual timetable.	Describe an event or family member from their past the is important to remember.	Recount a familiar event, verbally and then written.	Know some similarities and differences between things in the past and now
Order and sequence familiar events.	Talk about and describes members of their immediate family and community or people who are familiar to them.	Understand key features of events.	Drawing on their experiences and what has been read in class to uncover the past.
Understanding of changes in their own personal timeline.		Talk about the lives of the people around them and their roles in society.	Recognise the difference between past and present in their own lives.
Children talk about past and present events in their own lives	They answer 'how' and 'why' questions about their experiences and in response to stories and events.		Can talk about some of the things they have observed or read about.

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.	Start to compare two versions of past events.	Talk, write and draw about things from the past.	Continuity and Change: Begin to identify old and new things across periods of time through pictures, photographs and objects.
Order dates from the earliest to latest on simple timelines.	Start to understand that there can be different versions of the same event from the past.	Use historical vocabulary to retell simple stories about the past.	Being to understand that some things change and some things stay nearly the same.
Sequence pictures from difference periods.	Observe and use pictures, photographs and artefacts to find out about the past.	Know and recount episodes from stories and significant events in history.	Cause and Consequence: Understand that a cause makes something happen and that historical events have causes.
Describe memories and changes that have happened in their own lives.	Start to use stories or accounts to distinguish between fact and fiction.	Describe significant individuals from the past.	Explain that historical events are caused by things that occurred before them.
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.	Observe or handle evidence to ask simple questions about the past.	Talk and write about things from the past using some historical vocabulary.	Understand that a consequence is something that happens as a result of something else.
	Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations.		Historical Significance: Explain reasons why someone might be significant.
	Sort some objects/artefacts into new and old and then and now.		Talk about why a person was important.
	Identify old and new things across periods of time through pictures, photographs and objects.		Talk about why the events were important and what happened.

CURRICULUM CONTINUITY – 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 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.