



History at Lower Heath CE Primary School

| Intent | |
|-----------------------|--|
| Our Curriculum | <p>A deep and comprehensive history education will support children to appreciate the complexity of people’s lives, the diversity of societies and the relationships between different groups. Studying History allows children to appreciate the many reasons why people may behave in the way they do, supporting children to develop empathy and respect for others while providing an opportunity to learn from mankind’s past mistakes.</p> <p>We believe that our curriculum inspires pupils to be curious and creative thinkers who develop a complex knowledge of local and national history and the history of the wider world. We want pupils to develop the confidence to think critically, ask questions, and be able to explain and analyse historical evidence.</p> <p>Through our curriculum, we build an awareness of significant events and individuals in global, British and local history and recognise how things have changed over time. Our curriculum supports pupils in building their understanding of chronology in each year group, making connections over periods of time and developing a chronologically secure knowledge of history. We hope to develop pupils’ understanding of how historians study the past and construct accounts and the knowledge to carry out their own historical enquiries.</p> <p>In order to prepare pupils for their future learning in history, our history curriculum aims to introduce them to key substantive concepts including power, invasion, settlement and migration, empire, civilisation, religion, trade, achievements of humankind, society and culture. Our curriculum enables pupils to meet the end of Key stage attainment targets in the National curriculum.</p> <p>Lower Heath’s own rich history, within the context of the local area, is a celebrated and inspiring feature of the school. Our history curriculum draws upon the immediate and surrounding areas, enabling children to develop a deep understanding of the rich history of their locality.</p> |
| KEY KNOWLEDGE | <p>It is vital to children’s historical education that they know more and remember more of key historical knowledge. In our history curriculum, different strands of historical knowledge have been identified.</p> <p>Throughout their journey through Lower Heath’s history curriculum, children will develop and embed their historical knowledge. The implementation section of this document will outline how these areas of knowledge are threaded throughout our history curriculum.</p> |

HISTORICAL KNOWLEDGE

Substantive Knowledge

This is key knowledge of the past: people, events and ideas and can be split into 3 different areas

Topic knowledge

Gaining a rich knowledge of the current topic, time period, society or event being studied.

Chronological Knowledge

Understanding language related to chronology
 Building a mental timeline of the chronological order of periods
 Developing awareness of general features of periods
 Knowing particular dates and events
 Knowing how each period relates to other periods

Knowledge of Key Substantive Concepts

Vital historical concepts which can be transferred across different periods studied.

- Power (monarchy, government and empire)
- Invasion, settlement and migration
- Civilisation (social and cultural)
- Tax and trade
- Beliefs
- Achievements and follies of humankind

Disciplinary Knowledge

This is knowledge of history as a discipline:

How historians analyse the past through:

- Change and continuity
- Similarities and differences
- Cause and consequence
- Historical significance
- How historians use sources of evidence to develop knowledge about the past

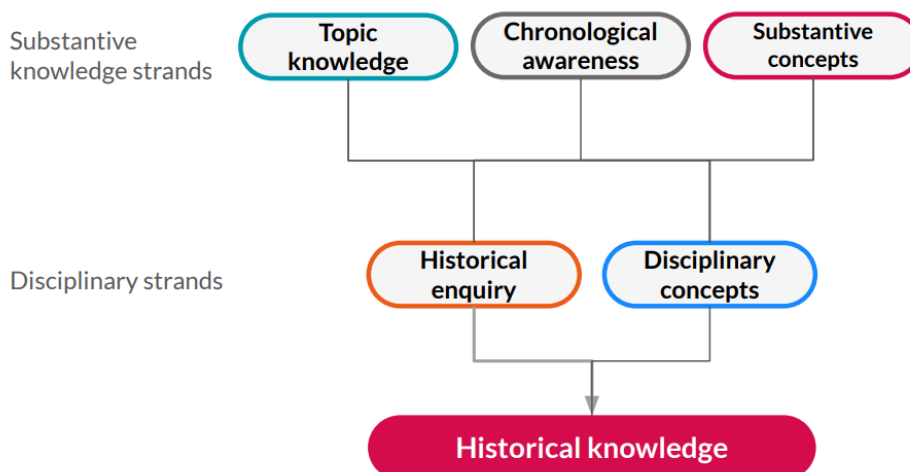
GOLDEN THREAD - EQUALITY, DIVERSITY, INCLUSION AND BELONGING

In this thread, we develop a culture of inclusion for all where everyone feels proud of their identity and is able to participate fully in school life. We investigate discrimination through history and encourage children to be change agents. Children address prejudice and bullying and support others to reach their potential. Children learn about the concepts of democracy and power. They develop an understanding of authority and justice.

Implementation

The curriculum for this subject area is designed using...

At Lower Heath, we have developed a 2-year planning cycle, informed by the National Curriculum Programmes of Study. The curriculum emphasises the importance of historical knowledge being shaped by disciplinary approaches, as shown in the diagram below.



These strands are interwoven through all our history units to create engaging and enriching learning experiences which allow the children to develop their historical knowledge.

Each unit has a focus on chronology to allow children to explore the place in time of the period they are studying and make comparisons in other parts of the world. Children will develop their awareness of the past in Key stage 1 and will know where people and events fit chronologically. This will support children in building a 'mental timeline' they can refer to throughout their learning and identifying connections, contrasts and trends over time. The Kapow interactive timeline also supports children in developing this chronological awareness.

Units are organised around an enquiry-based question and children are encouraged to follow the enquiry cycle (Question, Investigate, Interpret, Evaluate and conclude, Communicate) when answering historical questions.

Over the course of the curriculum, children develop their understanding of the following key disciplinary concepts:

- Change and continuity.
- Cause and consequence.
- Similarities and differences.
- Historical significance.
- Historical interpretations.
- Sources of evidence.

These concepts will be encountered in different contexts during the study of local, British and world history. Accordingly, children will have varied opportunities to learn how historians use these skills to analyse the past and make judgements. As children progress through the curriculum, they will create their own historical enquiries to study using sources and the skills they have developed.

Substantive concepts such as power, trade, invasion and settlement, are introduced in Key stage 1, clearly identified in Lower key stage 2 and revisited in Upper key stage 2 (see Progression of knowledge document) allowing knowledge of these key concepts to grow. These concepts are returned to in different contexts, meaning that pupils begin to develop an understanding of these abstract themes which are crucial to their future learning in History.

Curriculum coverage in this area is progressive.

The curriculum is organised into 2 cycles: A and B. In cycle A, the British history units are taught in chronological order from Year 3/4 to Year 5/6. This ensures that children will develop a secure chronological framework for British History. This will also aid the development of children's 'mental timeline'.



The curriculum follows the spiral curriculum model where previous skills and knowledge are returned to and built upon.

The spiral curriculum is built upon the following principles:

- **The curriculum is cyclical:** Pupils return to the same disciplinary and substantive concepts during their time in primary school.
- **The curriculum progresses with increasing depth:** Each time a concept is revisited, it is covered with greater complexity.
- **The curriculum is based upon prior knowledge:** Upon returning to each concept, prior knowledge is utilised so pupils can build on previous foundations, rather than starting again.

For example, children progress by developing their knowledge and understanding of substantive and disciplinary concepts by experiencing them in a range of historical contexts and periods.

We also use our [History Progression of Knowledge](#) Framework to ensure that each area of historical knowledge is progressive.

Long-Term Plan for History

| Cycle A | | | | Cycle B | | |
|--------------------------|---|---|--------|---------------------------------------|--|--|
| Yr 1/2 | Yr 3/4 | Yr 5/6 | | Yr 1/2 | Yr 3/4 | Yr 5/6 |
| How am I making History? | British History 1: Would you prefer to live in the Stone Age, Bronze Age or Iron Age? | British History 4: Were the Vikings raiders, traders or settlers? | Autumn | What is history? | How have children's lives changed? | What does the Census tell us about our local area? |
| How have toys changed? | British History 2: Why did the Romans settle in Britain | British History 5: What was life like in Tudor England? | Spring | How was school different in the past? | What did the Ancient Egyptians believe? | What did the Greeks ever do for us? |
| How did we learn to fly? | British History 3: How hard was it to invade and settle in Britain? | British History 6: What was the impact of World War 2 on the people of Britain? | Summer | What is a monarch? | How did Benin Compare to medieval Britain? | Unheard histories: Who should go on the banknote? |

This subject links with the rest of our curriculum

Where possible, we try to link the termly history focus with other areas of the curriculum, such as art, DT and geography. This can be more clearly identified within our 2-year planning cycle and topic webs.

For each topic, we consider writing opportunities, making links with the mastery and feature keys being studied in English sessions. Within each theme, we map out '*launch, explore, energise and celebrate*' opportunities. These sessions draw upon a variety of skills, subject areas and links with the local community.

Different year groups, and different abilities within a class, are catered for by...

We believe all children are entitled to the full age-appropriate history curriculum. We have high expectations for all of our pupils and will adapt teaching accordingly. This may be by levels of support, choice of equipment available or by scaffolding of learning tasks.

Trips, visits and the local community support this subject by...

As referenced, all topics incorporate '*launch, explore, energise and celebrate*' opportunities. As part of the '*launch*', all children are immersed into the topic through use of engaging stimulus and materials. Through '*explore*' and '*energise*', children participate in an educational visit or workshop, and undertake research linked to a specific focus. A topic finishes with the '*celebrate*' aspect, which allows pupils to share and present their achievements from the unit with members of the school community (this might be peers, other classes, parents/carers.)

The subject is assessed by...

Assessment takes place through teacher assessment.
Before each unit, children take a quiz and then take the same quiz at the end of the unit. This is one way to demonstrate the knowledge gained during the unit. Each disciplinary concept is also assessed once throughout KS1 and KS2.
Acquisition of key knowledge from each lesson is tracked using a tracking document.

| | |
|--|--|
| The subject is monitored through... | Scheduled history monitoring sessions;with feedback being used to further improve practice. These sessions involve book scrutinies, learning walks and pupil voice. |
| Staff development in this subject includes... | <p>Teachers have access to CPD videos with the KAPOW scheme which help to develop teacher subject knowledge in each of historical knowledge. Each lesson has a teacher video that exemplifies the key knowledge that the children will be learning.</p> <p>Training for foundation subjects continues on a rolling programme of staff meeting sessions, with regular opportunities to liaise with teachers across the trust who deliver the same programme, and with history specialists within the trust secondary schools.</p> |
| Impact | |
| In history books, you will see... | <p>Each child records history work in a history book. However, for younger children (and at times, for older children), the learning which takes place in history may be very practical and documented in a class book and through display work.</p> <p>Where work is documented in a book, there will be a clear learning focus identified. Expectations of staff are high, and children take pride in their work, ensuring that it is well presented.</p> |
| What is the impact of our history curriculum? | <p>Once children at Lower Heath have completed our history curriculum, pupils should leave school equipped with a range of knowledge to enable them to succeed in their secondary education. They will be enquiring learners who ask questions and can make suggestions about where to find the evidence to answer the question. They will be critical and analytical thinkers who are able to make informed and balanced judgements based on their knowledge of the past.</p> <p>They will:</p> <ul style="list-style-type: none"> • Know and understand the history of Britain, how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world. • Develop an understanding of the history of the wider world, including ancient civilisations, empires, non-European societies and the achievements of mankind. • Develop a historically grounded understanding of substantive concepts - power, invasion, settlement and migration, civilisation, religion, trade, achievements of mankind and society. • Form historical arguments based on cause and effect, consequence, continuity and change, similarity and differences. • Have an appreciation for significant individuals, inventions and events that impact our world both in history and from the present day. • Understand how historians learn about the past and construct accounts. • Ask historically valid questions through an enquiry-based approach to learning to create structured accounts. • Explain how and why interpretations of the past have been constructed using evidence. • Make connections between historical concepts and timescales. • Meet the end of key stage expectations outlined in the National curriculum for History |