



## HISTORY INTENT - what do we aspire for our children?

### National Curriculum statement

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

### School's key drivers and how the subject develops them

#### Be Kind

- Being reflective and analytical of the past and its impact/legacy on today
- Understanding how history shapes our responses to events and our interactions
- Respecting and celebrating that every person is the sum of their own history

#### Be Proud

- Proactively celebrating local heritage and personal histories
- Ensuring our curriculum covers diverse narratives
- Ensuring children are represented 'you can't be what you can't see'

#### Strive for Success

- An excellent knowledge and understanding of people, events and contexts from a range of historical periods and of historical concepts and processes.
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry; communicate this confidently

We want children to have excellent knowledge and a nuanced understanding of history and to communicate this confidently so that they can respect differing perspectives. We want children to be proud of who they are and where they've come from.

### Subject specific 'pillars'/main aims/substantive concepts

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation' and 'parliament'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past



have been constructed

- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.
- critically analyse events and attitudes from the past, including local heritage, and evaluate the impact on the present and the possible impact on the future.
- develop young historians who can communicate their understanding both verbally and in written form through explicit teaching of rich, subject specific vocabulary and necessary oracy skills.
- develop passionate, knowledgeable and proud historians

**Long term sequence (Including EYFS to KS1 progression)**

**Early Years:**

**Understanding the World**

Understanding the World involves guiding children to make sense of their physical world and their community.

The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them- from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters.

In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

History is covered in Understanding the world	Nursery – how is this achieved?	Reception – how is this achieved?	Key vocabulary	Core Books that link to foundational experiences & knowledge
<p><b>ELG: People, Culture and Communities</b> *Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. *Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p><b>ELG: Past and Present</b> *Talk about the lives of people around them and their roles in society. *Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. *Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Personal history; how they celebrate Christmas, new year, family celebrations such as Birthdays – throughout the year.</p> <p>Changes in routines – lunch time, home time, snack time</p> <p>Learning from older or younger siblings and noticing they are involved in different activities.</p> <p>Celebrating important events - Remembrance Day, Black History week – Rosa Parks, Mary Seacole, Pablo Fanque Bonfire Night – Guy Fawkes</p> <p>R.E themes taught through Easter, Christmas, bible stories, Eid, Diwali, and Hannukah.</p> <p>Learning Feedback times – talking about learning from the previous day / week etc... Through interactions talking about what they did yesterday, last week, and last year.</p> <p>Comparing past and present – using Nursery rhymes. Why did: Polly put the kettle on NOT flick a switch? Jack go up the hill NOT turn on the tap?</p>	<p>In addition....</p> <p>Being aware of the changes in seasons and how they change over the year – noticing similarities and differences.</p> <p>Learning about the family traditions of children in class from different cultural backgrounds.</p> <p>Being aware of the when the changes in the routine in the day occur</p> <p>Comparing and contrast figures from stories and from the past</p>	<p>yesterday tomorrow last week next week last year</p>	<p>Peepo The Tiger Who Came To Tea Farmer Duck My Gumpy’s Motor Car</p>



**Continuous Provision Play experiences with provocations for History based thinking and talk**

- Role play – home corner
- Dolls house
- Small world people different cultures
- Family/individual photos
- Past celebrations on display
- Dressing up clothes
- Household objects
- Castle small world
- Old/new phones in home corner
- Dinosaurs

	<b>EYFS</b> Understanding the world	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Chronology</b>	<b>People, Culture and Communities</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps	Changes within living memory ↑	Events beyond living memory				
			Revisit events beyond living memory ↑				
<b>Significance</b>	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class  Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps	Lives of significant people	Significant historical events, people and places in our locality.				
		More lives of significant people					
<b>British history</b>	<b>Past and Present</b> Talk about the lives of the people around them and their roles in society  Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class			Stone Age Bronze Age Iron Age	Anglo-Saxons	Compare non-European society with Anglo-Saxons (Maya, early Islamic* or Benin*)	Windrush Generation
				Rome and its impact on Britain	Vikings		Beyond 1066 (Monarchs or Battle of Britain*)
							Local history study
<b>Ancient history</b>	Understand the past through settings, characters and events encountered in books read in class and storytelling				Achievements of an Ancient civilisation (Egypt, or Shang Dynasty, Sumer* or Indus Valley*)	Ancient Greeks	



**Concept mapping (with progression and sequential narrative for each year group)**

BIG IDEAS - SUBSTANTIVE CONCEPTS						
Community	Knowledge	Invasion	Civilisation	Power	Democracy	
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Understanding the world</b></p> <p><b>Past and Present</b> Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p><b>People, Culture and Communities</b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps</p>	<p>Changes within living memory</p> <p> </p> <p><b>COMMUNITY</b></p>	<p>Events beyond living memory</p> <p> </p> <p><b>COMMUNITY</b> <b>DEMOCRACY</b></p>	<p>Stone Age Bronze Age Iron Age</p> <p> </p> <p><b>KNOWLEDGE</b> <b>COMMUNITY</b></p>	<p>Anglo-Saxons</p> <p> </p> <p><b>INVASION</b> <b>POWER</b></p>	<p>Compare non-European society with Anglo-Saxons (Maya)</p> <p> </p> <p><b>CIVILISATION</b> <b>KNOWLEDGE</b> <b>POWER</b></p>	<p>Windrush Generation</p> <p> </p> <p><b>COMMUNITY</b> <b>DEMOCRACY</b></p>
	<p>Lives of significant people</p> <p> </p> <p><b>KNOWLEDGE</b> <b>COMMUNITY</b></p>	<p>Revisit events beyond living memory</p>	<p>Rome and its impact on Britain</p> <p> </p> <p><b>INVASION</b> <b>CIVILISATION</b></p>	<p>Viking and Anglo-Saxon struggles</p> <p> </p> <p><b>INVASION</b> <b>POWER</b></p>	<p>Ancient Greeks</p> <p> </p> <p><b>POWER</b> <b>DEMOCRACY</b> <b>KNOWLEDGE</b></p>	<p>Monarchs</p> <p> </p> <p><b>POWER</b> <b>DEMOCRACY</b></p>
	<p>More lives of significant people</p> <p> </p> <p><b>KNOWLEDGE</b> <b>COMMUNITY</b></p>	<p>Local history: How has Bristol changed over time?</p> <p> </p> <p><b>COMMUNITY</b></p>	<p>Revisit Stone Age- Iron Age</p>	<p>Achievements of an ancient civilisation Egypt</p> <p> </p> <p><b>CIVILISATION</b> <b>POWER</b></p>	<p>TBC</p> <p>Fact and Fiction Throughout History?</p>	<p>Local history: Bristol Blitz</p> <p> </p> <p><b>POWER</b> <b>DEMOCRACY</b> <b>COMMUNITY</b></p>

Adapted from CUSP



**‘Golden Thread’: Oracy**

At Stoke Park Primary, we recognise the vital role that oracy plays in the lives of our children, both during their time in primary school and for the rest of their lives. Research shows that oracy not only acts as a powerful tool for learning but is a key skill in itself which employers actively seek. By ensuring that children have explicit opportunities to develop their oracy skills as well as opportunities to learn through oracy across the curriculum, we aspire to create young adults who are able to work confidently, articulately and collaboratively.

We promote oracy through History by teaching vocabulary that allows the children to discuss and evaluate the past, formulating and refining questions and lines of enquiry and critically analyse events to offer differing and nuanced perspectives.



## Disciplinary skills progression

The structure is built around the principles of advancing cumulative knowledge, chronology, change through cause and consequence, as well as making connections within and throughout periods of time studied.

### Chronology

KS1 example: What was life like for people at this time?

KS2 example: Do you think further back in time made monarchs more or less inclined to wage war and take power?

### Cause and effect

KS1 example: What happened that led Mary Anning to make this discovery?

KS2 example: In your opinion, was this change positive or negative? Why?

### Change and continuity

KS1 example: How has the way people think about the past changed because of David Attenborough's films?

KS2 example: Which monarchs made Britain more stable? Why?

### Similarity and difference

KS1 example: What do Neil Armstrong, Mae Jemison, Bernard Harris Jr and Tim Peake have in common?

KS2 example: Comparing monarchs- what is different about them?

### Evidence

KS1 example: Why do we need to learn about the past?

KS2 example: How has the reliability and endurance of evidence tell us about the past?

### Significance

KS1 example: How did the Great Fire of London change London?

KS2 example: what actions were significantly good/bad? Why?

## IMPLEMENTATION - how will we deliver the curriculum?

### Linking curriculum and pedagogy:

Our history curriculum is taught across each year in modules that enable pupils to study in depth key historical skills and vocabulary and demonstrate their understanding. Each module builds upon prior learning and these are strategically planned throughout the academic year with opportunities to introduce and revisit key concepts in order to deepen pupil understanding and embed learning.

Week 1		Week 2		Week 3	
PE	Geography	PE	History	PE	Computing
Music	RE	Music	RE	Music	RE
Geography	PE	History	PE	Computing	PE
Art	Art	Art	Art	Art	Art
Maths	Geography	Maths	History	Maths	Computing

Week 4		Week 5		Week 6	
PE	Geography	PE	History	PE	Computing
Music	RE	Music	RE	Music	RE
Geography	PE	History	PE	Computing	PE
DT	DT	DT	DT	DT	DT
Maths	Geography	Maths	History	Maths	Computing



### Formative Assessment

Cumulative quizzing is used as a tool to deliver spaced retrieval practice. These are designed to test the understanding of the taught content, lesson by lesson. Lesson by lesson questions enable teachers to know where strengths and misconceptions appear before the end of the study. Other formative assessment strategies are used inline with the assessment policy.

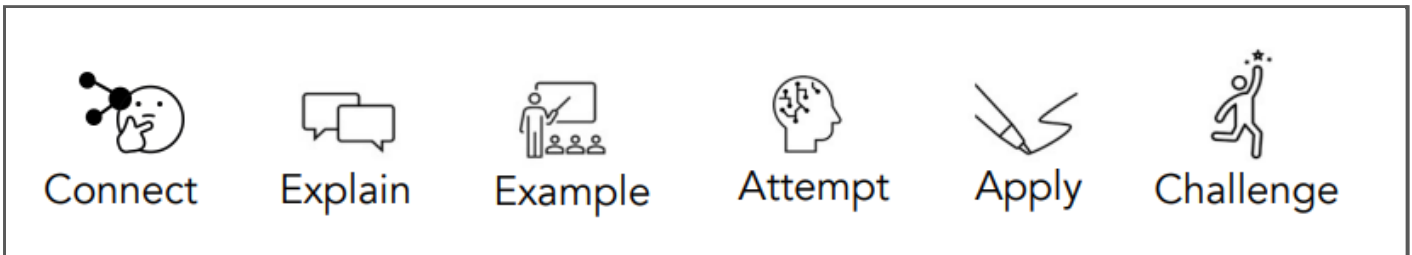
### Lesson design

In History, we use knowledge organisers at the beginning of each unit of work. We use them to:

- Convey the core knowledge in one place
- As a reference point for pupils and teachers
- Support questioning and retrieval
- Support participation
- Highlight key vocabulary
- Reduce split attention effect

Children then use knowledge notes in each lesson to retrieve important information and to scaffold their learning.

### CEEAAC



Each lesson follows the model above.

- CONNECT to prior knowledge
- EXPLAIN new content
- give an EXAMPLE of new learning
- Pupils ATTEMPT new learning with scaffolding
- APPLY new learning independently
- Pupils are CHALLENGED to integrate learning with prior knowledge

In every history lesson you would expect to see;

- Vocabulary explicitly taught and used by the pupils
- Knowledge notes and organisers used to scaffold the learning
- What success looks like; made clear

### Curriculum enrichment

We aim to **enrich the curriculum** with:

- Visiting speakers
- Educational visits to museums, historical sites and workshops
- Utilising the rich history of Bristol and our local area
- Parental and community heritage





STOKE  
PARK  
NURSERY &  
PRIMARY



CATHEDRAL  
SCHOOLS  
TRUST

### IMPACT - how do we know our curriculum is effective?

#### **Pupil Voice**

- use historical vocabulary
- talk about historical specific concepts & knowledge
- talk about the 'why' behind the learning
- explain how learning builds on previous knowledge
- talk about their progress regardless of starting points

#### **High quality outcomes: Book study...**

- demonstrates pride and effort
- captures increasing understanding of historical concepts and knowledge
- demonstrates a clear sequence of learning
- vocabulary used correctly where appropriate
- demonstrates that learners are thinking historically