



## 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.

### Aims of the curriculum:

- 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> <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> 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 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   <b>COMMUNITY</b></p>	<p>Events beyond living memory   <b>COMMUNITY DEMOCRACY</b></p>	<p>Stone Age Bronze Age Iron Age   <b>KNOWLEDGE COMMUNITY</b></p>	<p>Anglo-Saxons   <b>INVASION POWER</b></p>	<p>Compare non-European society with Anglo-Saxons (Maya)   <b>CIVILISATION KNOWLEDGE POWER</b></p>	<p>Windrush Generation   <b>COMMUNITY DEMOCRACY</b></p>
	<p>Lives of significant people   <b>KNOWLEDGE COMMUNITY</b></p>	<p>Revisit events beyond living memory</p>	<p>Rome and its impact on Britain   <b>INVASION CIVILISATION</b></p>	<p>Viking and Anglo-Saxon struggles   <b>INVASION POWER</b></p>	<p>Ancient Greeks   <b>POWER DEMOCRACY KNOWLEDGE</b></p>	<p>Monarchs   <b>POWER DEMOCRACY</b></p>
	<p>More lives of significant people   <b>KNOWLEDGE COMMUNITY</b></p>	<p>Local history: How has Bristol changed over time?   <b>COMMUNITY</b></p>	<p>Revisit Stone Age-Iron Age</p>	<p>Achievements of an ancient civilisation Egypt   <b>CIVILISATION POWER</b></p>		<p>Local history: Bristol Blitz   <b>POWER DEMOCRACY 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 knowledge:** this is the different types of questions that historians ask in order to construct and test historical claims, arguments and accounts.

Thinking historically may involve the significance, credibility, cause and consequence, historical perspective and contextual interpretation. These are framed as questions in order to ensure personalisation to each unit of learning but also to reflect disciplinary thinking.

An example of how disciplinary knowledge has been mapped out:

### Year 3 CUSP History Disciplinary Knowledge Provision Map

	 Historical enquiry					
	Chronology	Cause & consequence	Change & continuity	Similarity & difference	Evidence	Significance
Changes in Britain from the Stone Age, Bronze Age to the Iron Age KNOWLEDGE COMMUNITY	✓				✓	
The Roman Empire and its impact on Britain INVASION POWER CIVILISATION	✓		✓			✓

Our narrative for how their disciplinary knowledge is sequenced and developed over time:

KS1	Chronology underpins history so it is explicitly taught and defined in each unit. This is children's first experience of developing their understanding of chronology outside of their lifetime and ends in KS1 with them developing an understanding of chronology over time and not just as an isolated point in time – this is achieved through the Local Study Unit when they look at Bristol from Normans to today. Although 'evidence' is not explicitly defined and taught in KS1 they are exposed to it through 'how do we know' questions.
LKS2	Chronology is developed across LKS2 by focusing on British History and World History as dual timelines. The pupils are taught about evidence as an explicit disciplinary skill through the pre-history units. In LKS2 we are starting to develop disciplinary knowledge and how it links to develop historical understanding i.e. change and continuity leads to significance – how the Roman Empire changed Britain and the impact of that today leading into how the fall of the Roman Empire led to the rise of the Anglo Saxons.
UKS2	Chronology develops again in UKS2 by revisiting and drawing together the strands of prior learning into their mental timelines and developing an understanding about the interconnectedness of history i.e. The 5 Monarchs unit draws on the local history unit in Y2 where they develop from understanding Bristol over time to Britain's rulers over time. By the end of UKS2 we are expecting the pupils to be able to use all of their disciplinary knowledge in order to be able to create valid and evidence based historical interpretations.



## 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.

History takes place alternate weeks alongside Geography. This happens in a two-hour block, which ensures children have time to explore their learning in depth.

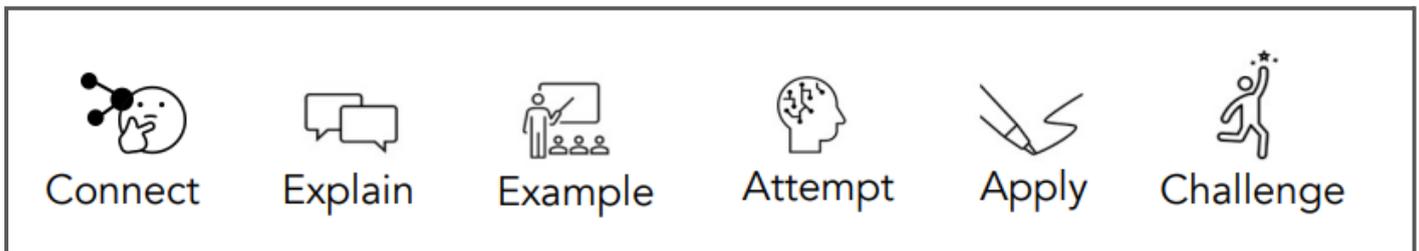
### Lesson design

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

### SEND provision

We recognise some pupils need provision 'additional to' quality first teaching in order to reach their potential as historians. This includes:

- Carefully considered scaffolding



- Pre and post-teaching
- Pre-planned management of cognitive load
- Explicit instruction and modelling
- Structured challenge, without ceilings
- Alternative ways of recording
- Additional targeted adult support

In some instances, specialist adaptations are made to support the specific barriers of individual pupils.

### **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

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

### **Assessment**

CUSP is designed and built on the premise that 'learning equals a persistent change in the long term memory.' Therefore, the assessment structures are designed to evaluate the effectiveness of the curriculum sometime after it has been taught.

### **Summative Assessment**

The curriculum is a progression model. Teachers will know whether students are making progress if they are learning more of the curriculum.

The CUSP curriculum is designed to ensure sequencing of core knowledge, vocabulary, substantive concepts and disciplinary knowledge. They will know more, and remember more with the taught curriculum content. Essentially they will be able to do more with this knowledge in carefully designed learning tasks.

This will be assessed using the Book Study approach- talking with pupils and looking at their books systematically to reveal:

- Content and knowledge
- Vocabulary
- How the pedagogy and taught curriculum helps/hinders their learning

### **Formative Assessment**

Pupils will be assessed formatively as each lesson progresses. Pupils will be given tasks from which the teachers will draw conclusions. Adaptations will then be made as a result of that evidence.

Strategies that might be used are:

- Making explicit the learning intention and success criteria
- Eliciting evidence of pupils' prior knowledge
- Feeding back at the point of learning
- Inclusive questioning i.e. cold call, mini whiteboards
- Retrieval practice i.e. cumulative quizzing



**High quality outcomes: Book Study**

**Children will**

- 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

**Books will**

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