

History

INTENT - to what do we aspire for our children?

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.

Source: National Curriculum (updated Jan 2021)

'A people without the knowledge of their past history, origin and culture is like a tree without roots'. Marcus Garvey

At HPPS history develops the school's 4 key drivers in the following ways:

Excellence

- Articulate (verbally and in written form) a secure understanding of different people, events and periods in the past and its impact on life today
- Understand how different cultural or personal ambitions have affected life and civilisations around the world
- Being able to critically examine evidence from the past and create their own judgement

Character

- Being reflective and analytical of the past and sources of evidence and its impact/legacy on today
- Respecting and celebrating that every person is the sum of their own history

Community

- Understand how wider events in history have affected their community on a local, national and global scale
- Understand how communities have developed through settlement, invasion and cultural change
- Understand the importance and power of community through time (legacy)

Equity

- Understanding histories shape our responses to events and our interactions
- Being proud of their own and others' histories

Aims of the History 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

CUSP National Curriculum **History** Long Term Sequence

	EYFS Understanding the world	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	People, Culture and Communities 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 ↑				
Significance	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					
British history	Past and Present 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 (Mays, early Islamic* or Benin*)	Windrush Generation
				Rome and its impact on Britain	Vikings		Beyond 1066 (Monarchs or Battle of Britain*)
							Local history study
Ancient history	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	

Long term sequence

It is our intention that pupils become a little more expert as they progress through the curriculum, accumulating and connecting substantive and disciplinary historical knowledge. Our curriculum follows the principles of instruction, is guided by understanding how the memory works and cognitive load theory.


Our curriculum starts in EYFS and that is outlined below:

What is the National Curriculum subject content that is supported by the EYFS provision and practice? History

Key stage 1 pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. Pupils should be taught about:

- Changes within living memory.
- Events beyond living memory.
- The lives of significant individuals in the past who have contributed to national and international achievements.
- Significant historical events, people and places in their own locality.

Play and exploration experiences that support the foundational knowledge and skills for the subject.

Continuous provision play experiences with provocations for historical based thinking and talk.	Core books that link to foundational experiences and knowledge.	Possible adult planned experiences and contexts for interactions that support thinking about the world around us.	Key vocabulary that might be introduced and practised in interactions in play/activities.
<ul style="list-style-type: none"> • Role play resources - artefacts. Old telephone, old wooden toys. • Use of books such as the tiger who came to tea - looking at similarities and differences. • Personal history; how they celebrate Christmas, new year, 	<p>Theme; Long, long ago.</p> <p>Nursery;</p> <ul style="list-style-type: none"> • The best loved bear • Kippers birthday • When's my birthday? <p>Reception;</p> <ul style="list-style-type: none"> • Mr Gumpy's motor car. • Memory bottles. 	<ul style="list-style-type: none"> • Looking at pictures of us as a baby and now. • Looking at old pictures of the school and comparing them to now. • Curiosity box - what is inside? What is it used for? • Children's own personal history. 	<ul style="list-style-type: none"> • Before me • Past me • Me now • Future me <p>Artefacts.</p>
<p>family celebrations such as Birthdays – throughout the year.</p> <ul style="list-style-type: none"> • Learning about the family traditions of children in class from different cultural backgrounds. • Learning Feedback times – talking about learning from the previous day / week etc... • Through interactions talking about what they did yesterday, last week, last year. (Link to historical vocab) 	<ul style="list-style-type: none"> • Peepo. • Naughty Bus - London past and present. 	<p>What could they do when they were 3? Did they have a special bear/toy as a baby?</p> <ul style="list-style-type: none"> • Remembrance Day • Bonfire Night – Guy Fawkes 	<p>History in EYFS</p> 

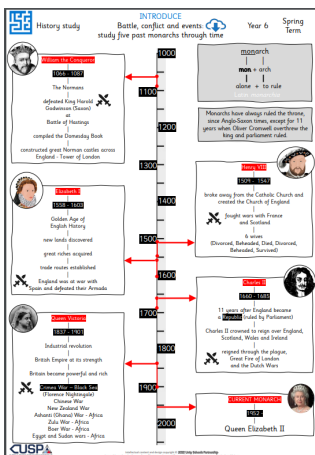
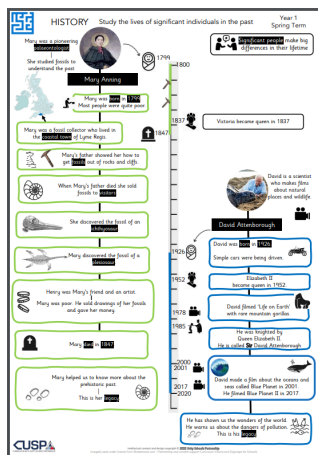
'Golden Thread' [Concept mapping](#) across the history curriculum

The substantive concepts have been chosen inline with the school's key drivers as outlined above.

Children learn abstract concepts through meaningful examples and repeated encounters in different contexts across the curriculum. This explicit planning supports children to transfer their knowledge across the curriculum and use it to frame future learning.

We believe strongly that children should have a rich understanding of their local heritage. This is why local history is woven into our history curriculum to ensure it is explicitly taught and that links with larger historical themes are made.

For example in Y6 children study the effect of WWII on Bristol and its inhabitants and the resulting legacy.



Knowledge organisers are used for each unit. Summary of the main reasons for use below:

- Conveys the core knowledge in one place
- A reference point for pupils and teachers
- Used to support questioning and retrieval
- Used in books to support participation
- Highlights key vocabulary
- Reduces split attention effect

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.

Year 1 example

SUGGESTED DISCIPLINARY KNOWLEDGE – THINKING AS A HISTORIAN					
Historical enquiry					
Chronology	Cause & consequence	Change & continuity	Similarity & difference	Evidence	Significance
What happened and when?	What happened that led Mary Anning to discover fossils?	How has the way people think about the past changed because of the discoveries of Mary Anning?	What do you notice that is similar about when Mary Anning lived and today?	Why do we need to know about the past?	What did Mary Anning do that was significant? Why was that?
What was life like at that time for these people?	What happened to Mary Anning as a result of her discoveries?	How has the way people think about wild animals and the environment changed because of David Attenborough's films?	What do you notice that is different about when Mary Anning lived and today?	How do we know about the past?	What did David Attenborough do that was significant? Why was that?
What things did they have that were similar to us?	What happened that led David Attenborough to film wildlife documentaries?			What things tell us about the past?	
What things did they have that were different?	What was the consequence David Attenborough making his films?				

Year 6 example

SUGGESTED DISCIPLINARY KNOWLEDGE – THINKING AS A HISTORIAN
Historical enquiry

Chronology	Cause & consequence	Change & continuity	Similarity & difference	Evidence	Significance
<p>Who were these 5 significant monarchs, and when did they reign?</p> <p>Do you think further back in time made monarchs more or less inclined to wage war and take power?</p>	<p>What did each monarch do that led to change?</p> <p>In your opinion, was that a good or bad change for the people of that time? Why was that?</p> <p>Did all the monarchs studied engage in warfare and conflict?</p> <p>How did each monarch use their power and influence?</p> <p>Did all the monarchs studied desire to build Empires or further their kingdoms? Why do you think that?</p>	<p>Which monarchs caused a lot of change? Why was that?</p> <p>Which monarchs made Britain more stable? Why was that?</p> <p>Does change bring about stability? Why do you think that?</p> <p>What do you think was important to each monarch? Why was that?</p> <p>What do you think was less important to each monarch? Why would you say that?</p>	<p>Comparing monarchs: what do you think was similar about them?</p> <p>What is different about a monarch and an elected head of state?</p> <p>Comparing monarchs: what do you think was different about them?</p>	<p>Why do we need to know about the past?</p> <p>What is historical evidence?</p> <p>How do we know about each monarch?</p> <p>What evidence helps us to know about the past?</p> <p>What types of evidence tell us about the past?</p> <p>How has the reliability and endurance of evidence changed over time?</p>	<p>How was each monarch significant? Why was that?</p> <p>For each monarch - what significant decisions or actions did they make that affected Britain or the wider world?</p> <p>What actions do you think were significantly good? Why was that?</p> <p>What actions do you think were significantly bad? Why was that?</p>

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.

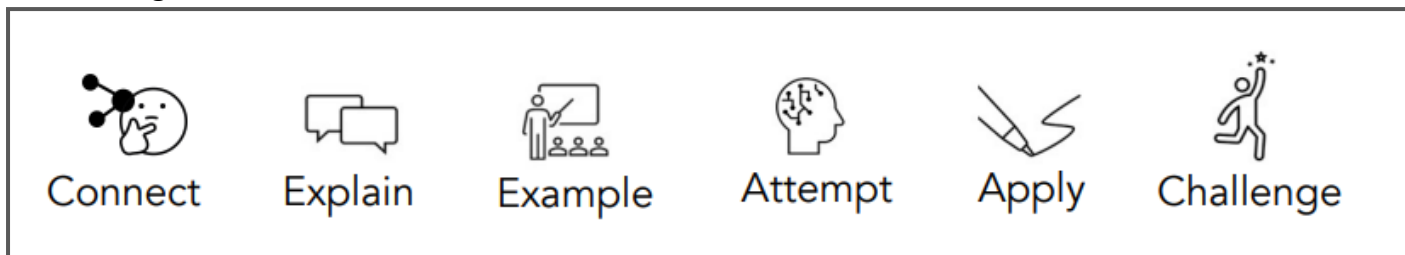
Week 1		Week 2		Week 3	
PE	Geography	PE	History	PE	Computing
Music	RE	Music	RE	Music	RE
Geography	PE	History	PE	Computing	PE
Art	Art	Art	Art	Art	Art
Maths	Geography	Maths	History	Maths	Computing

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



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

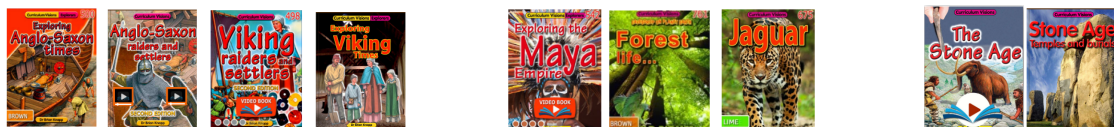
In every history lesson you would expect to see;

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

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

- Visiting speakers
- Educational visits to museums, historical sites and workshops
- Utilising the rich history of Bristol i.e. The Matthew, SS Great Britain
- Parental heritage

Reading across the curriculum: there are topic specific texts to support the children's learning alongside additional reading in the school library.



SEND

The curriculum at HPPS is inherently designed to support pupils with SEND through universal quality first teaching. This includes:

- High expectations and aspirations for all learners
- A carefully structured and sequenced curriculum, specifically designed around how pupils learn
- Pre-planned and focused direct vocabulary instruction
- Modelling and demonstration
- Chunked instructions which are supported by visuals and gestures
- The use of manipulatives and multi-sensory approaches to enhance the curriculum
- Review, recall, repetition and retrieval
- Frequent formative assessment as teachers check for understanding
- Accurate and regular feedback

However, 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.

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

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