

A medieval metal helmet with a circular ventilation grille, resting on a stone surface next to a brown leather bag.

HISTORY CURRICULUM

West Meadows Primary School



INTENT: KNOWLEDGE, SKILLS & THE NATIONAL CURRICULUM



Our History curriculum is taught discretely through specific concepts and themes, which is underpinned by the accelerated learning approach to teaching and learning.

The key concepts, principles and themes have been developed from the National Curriculum into a range of progressive knowledge and skills through which the children are helped to grow and develop to succeed in 21st century Britain. This progressive curriculum allows a purposeful way of teaching and learning, enabling us to provide a more meaningful and sequential approach to the schema for History.

Pupils at Birdwell make progress in history through building their knowledge of the past, and of how historians study the past and construct accounts. Teaching supports pupil progress by embedding frameworks of content and concepts that enable pupils to access future material. Abstract concepts are best learned through meaningful examples and repeated encounters in different contexts.





An example of this is 'substantive' concepts. Planned, systematic encounters with substantive concepts in specific and varied contexts support pupils' progress. Many of these concepts feature regularly throughout the study of history in a range of contexts. As a result, they are particularly important to pupils' understanding of new material.

At Birdwell, we have collated various substantive concepts into categories to consider when planning historical topics. Teachers might cover a range of key concepts during the study of a civilisation or era and some of these will be revisited in children's later studies to ensure progression in history.

HCAT Substantive Concepts			
<u>Religion</u>	<u>Conquest</u>	<u>People & Places</u>	<u>Society</u>
Gods	Kingdoms & Empires	Social Class	Economy
Myths & Legends	Invasion	Slavery	Trade
Worship	Military	Monarchy	Law
Sacrifice	Alliance & Revolution	Settlements	Democracy

Chronological knowledge is embedded throughout the implementation of history at Birdwell. Understanding the broad characteristics of historical periods gives context to what pupils learn and increases pupils' familiarity with new material. Securing an overview knowledge of the past supports our children to develop this knowledge into coherent narratives that are more memorable for them.

The History curriculum we offer is designed to meet the needs of all our pupils. It is rich, varied, imaginative and ambitious and meets the needs of individual learners by can easily be adapted for pupils with additional needs.

YEAR 2 SPRING TERM 1	BRITISH HISTORY KEY CONCEPTS: Social Class, Settlements & Economy THE GREAT FIRE OF LONDON		
SIGNIFICANT PEOPLE: Samuel Pepys & King Charles II  1630 AD - 1685 AD	KEY TEXT: 	HISTORICAL ENQUIRY QUESTION: WHAT WAS THE IMPACT OF THE GREAT FIRE OF LONDON?	
<p>Week 1: I know how to use a timeline to place events I have learnt about. I know how to take significant events from the past that I have studied and place it on a timeline. To know words such as century, decade, before Christ, after, before, during to describe the passing of time. Knowledge: Charles II father was Charles I and he was executed in the English Civil War. Charles II was the King of England in 1666. Charles II lived in the palace of Westminster. Key Vocabulary: Significant, executed, century and decade.</p> <p>Week 2: I know how to compare pictures or photographs of people or events in the past. To understand changes within living memory (Grenfell). Knowledge: In the wealthy centre of the city, houses were made from brick or stone. In 1666, lots of buildings in London were made of wood and straw and they were very close together. There was an old Roman wall made of stone surrounding parts of the city which contained the flames. Key Vocabulary: Wealthy and flammable.</p> <p>Week 3: I know differences in ways of life in different time periods. I know how to compare two versions of the same event in history. I know how to discuss the reliability of photos and stories. I know how to use a source to find relevant information. Knowledge: The conditions for poor people in London at this time were cramped, dirty and unsafe. The differing impacts of the fire on the rich & poor. The rich were able to transport their belongings out of London due to their resources. Key Vocabulary: Poor, tenement and reliability.</p> <p>Week 4: I know the ways we learn about the past and identify different ways in which it is represented. Knowledge: An ember from one of Thomas Farriner's bakery ovens ignited some nearby firewood. The fire of London started in a bakery on Pudding Lane on 2nd September 1666. Samuel Pepys kept a famous diary of the fire. Samuel's diary was one of the main sources for information about the fire. Key Vocabulary: Eyewitness and source.</p> <p>Week 5: I know how to recognise what people did in the past and the reasons why. I know how to use evidence to find out how things may have changed during a period. I know how to use evidence to give reasons why changes may have occurred. Knowledge: King Charles II created a firebreak by ordering buildings to be pulled down to stop the flames from spreading. King Charles II made a decree that houses must be built further apart and built from stone, not wood. An organised fire brigade was established and water engines were designed that gave a continuous stream of water when pumped. Key Vocabulary: Decree, established and firebreak.</p> <p>Outcome: To present my findings in a given way.</p>		<p>Week 1: Can you place the events of the Great Fire of London and King Charles reign in chronological order?</p> <p>Week 2: What were the buildings made from and where was the fire located? How did the location of the houses and buildings in London impact the great fire of London?</p> <p>Week 3: How did the wealthy and poor live in 1666? What did their ways of life look like and how do they compare?</p> <p>Week 4: Accounts of the same events: exploring Samuel Pepys diary. Was the Great Fire of London reflected accurately in the accounts?</p> <p>Week 5: How did King Charles II actions impact on the fire and the lives of people?</p>	

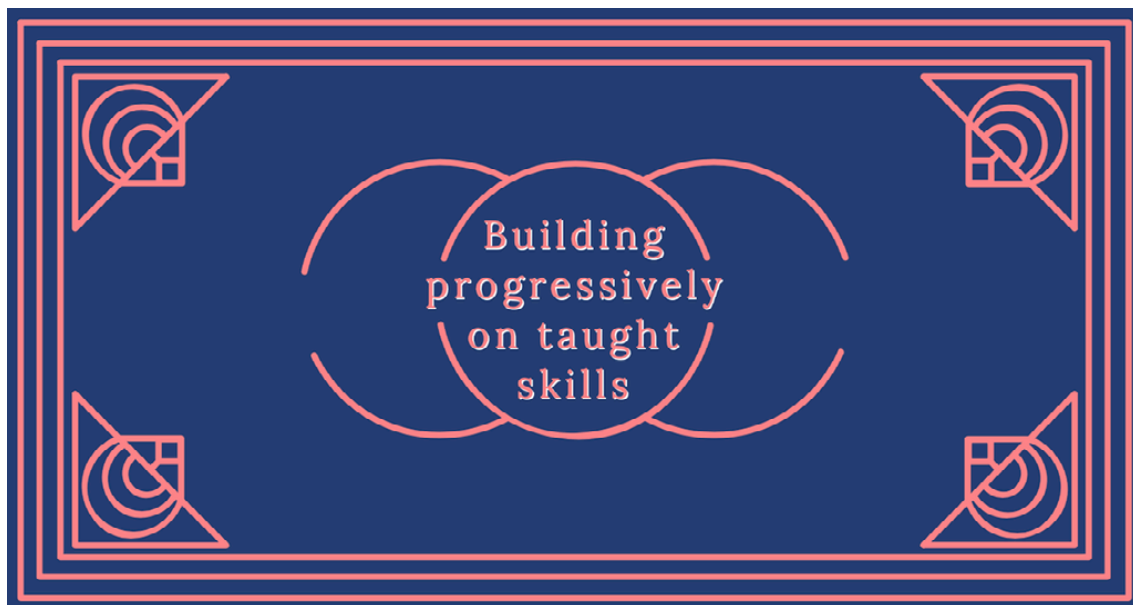
A Year 2 example of our coherently planned history units of work

The intent of our History curriculum is to provide pupils with a rich, engaging and comprehensive understanding of the past that shapes our present and future. Our approach aligns with the national curriculum's aim to ensure all pupils develop a coherent, chronological narrative of British history from the earliest times to the present, while also exploring world history. We emphasise three key foci: British History, to foster a deep appreciation of our national heritage; Modern and Ancient History, to provide a broad temporal perspective; and Diversity in History, to appreciate the complexity and variety of human societies and developments.

Through carefully planned sequences of learning, we aim to develop lasting knowledge and skills that allow children to make sense of the present as well as the past. Our curriculum is dynamic and adjusted to meet the needs of our learners, with a focus on creating a knowledge-rich environment that gives all pupils a shared understanding of both British and world history. By studying a range of historical periods and cultures, including significant time devoted to modern and diverse historical topics, we strive to help pupils appreciate the diversity of human experiences and develop critical thinking skills essential for understanding our complex world.



IMPLEMENTATION: ACCELERATED LEARNING CYCLE



At Birdwell, within our curriculum subject drivers, lessons of history will be taught discretely to ensure depth and rigour in historical concepts and context. The History curriculum is rich and varied and provides our pupils with the skills required for life in the 21st Century.

The Accelerated Learning Cycle, based on the work of Alastair Smith, is applied in all lessons. It stems from the idea of a supportive and challenging learning environment. The cycle has active engagement through multi- sensory learning, encourages the demonstrating understanding of learning in a variety of ways and the consolidation of knowing.

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A gather, skills, apply approach to planning and delivery of lessons is taken across school to ensure children develop a deep understanding of specific skills and are able to apply these in a range of situations.

Our curriculum is designed with a core focus on retrieval practice, recognising its pivotal role in helping students know more and remember more. This intent is actualised through a dual approach: integrated retrieval within individual lessons and a structured, subject retrieval practice rota. In-session retrieval activities are carefully crafted to reinforce key concepts and knowledge, promoting immediate recall and application. Complementing this, our weekly retrieval practice rota systematically revisits content across various subjects, ensuring spaced repetition and interleaving of crucial information. This comprehensive strategy aims to strengthen neural connections, facilitate the transfer of knowledge to long-term memory and build increasingly complex mental models. By embedding retrieval practice as a fundamental aspect of our curriculum, we strive to enhance our pupils' ability to retain, recall and apply their learning effectively, thereby fostering deeper understanding and more robust academic progress.

Our curriculum is ambitious for all pupils, including those children with SEND. Curriculum designers and teachers have high expectations of what SEND pupils can achieve and the curriculum is not diluted or unnecessarily reduced for SEND pupils. Every pupil is different and so what works for each pupil varies. Pupil's individual needs are considered and adaptations are planned to ensure the success of pupils in all subjects.

The way that our curriculum is designed ensures that chunks of learning are sequenced in a coherent way to enable all pupils, including those with SEND, to build on prior knowledge. Too much information at once can be a barrier to learning which is one of the reason why we have chosen half termly curriculum drivers.

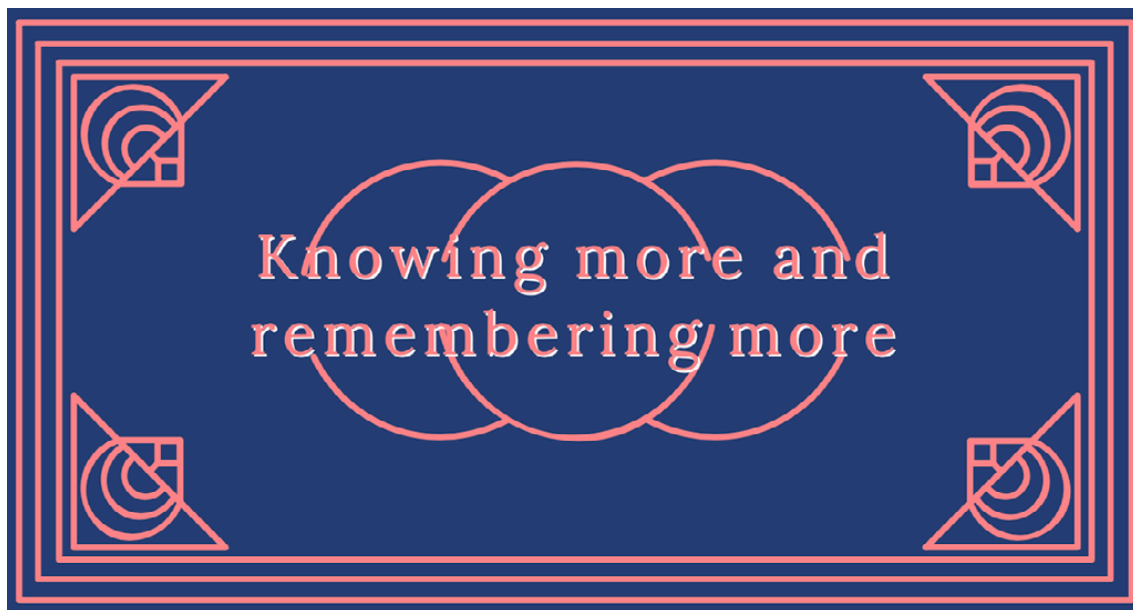
Where pupils are identified with having complex needs, it may be appropriate to provide a personalised curriculum which will be based on individual needs and will retain ambition for the pupil.

Where working memory is an issue for pupils, including those with SEND, we look to reduce extraneous load as much as possible as well as identifying key information when teaching. This helps pupils to pay attention to the content which they are expected to learn. Adaptations to support individual pupils will be recorded on personal school support plans.

Pupils specific needs determine the types of adaptations which are required. These adaptations are in how the subject is taught rather than the content pupils are expected to learn. Where appropriate, learning will be chunked into smaller steps and pre learning and consolidation time is planned in to support need. Time is also planned to ensure pupils with SEND are pre taught vocabulary to support their understanding. Adaptations may include supporting pupils to pay attention to key aspects as well as reducing excessive or unhelpful demands on working memory.



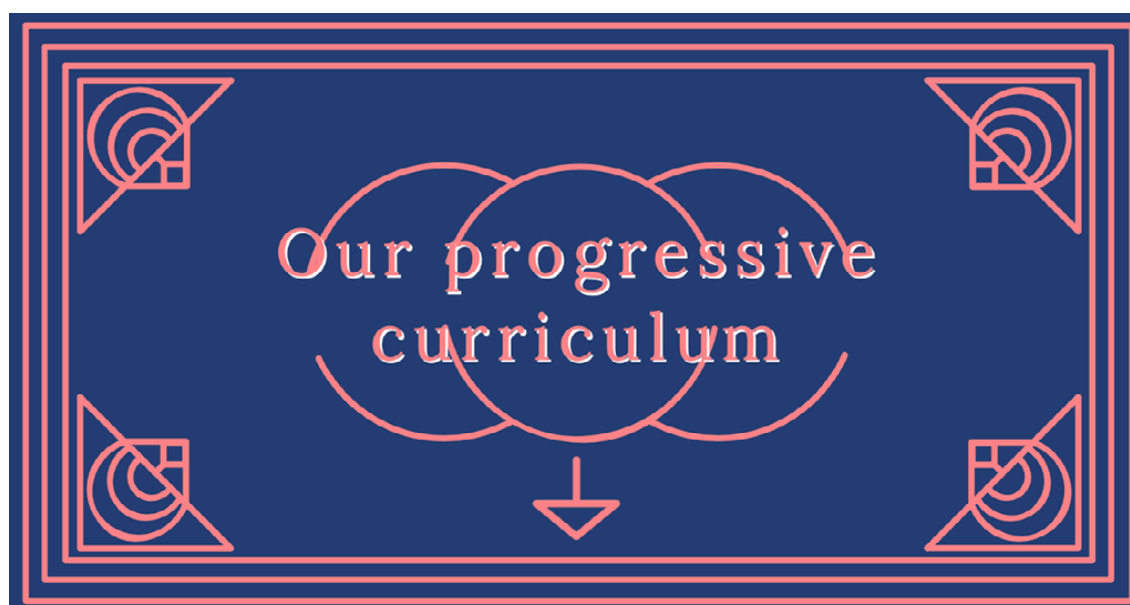
IMPACT: ASSESSMENT



Formative assessment is ongoing throughout each lesson. It judges progress and enables teachers to make flexible adaptations to their planned teaching.

Through this regular ongoing assessment, tasks are matched to the ability of each child through adapted activities and including adult support, providing a level of challenge that is stimulating for pupils and questioning skills.

Our schools are dedicated to providing a high-quality curriculum that is ambitious for all pupils. We have a robust system in place to ensure children are making strong progress in their foundation subjects using the Arbor MIS platform to conduct summative assessments at key points in the year. The purpose of these assessments is for our subject leaders and teachers to analyse pupil understanding against our assessment statements, which are progressively devised from our taught curriculum. This allows children to acquire knowledge that builds upon the fundamentals of their prior knowledge in a well designed curriculum sequence.



History Curriculum in EYF5			
Understanding the world (educational programme) Past and Present, People, Culture and Communities: 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.			
Skills and knowledge (Fluid across F51 F52)	What does this look like in provision/adult interactions?	Transition to KS1	Characteristics of effective learning
<ul style="list-style-type: none"> - Make connections between the features of their family and other families - Notice differences between people (0-3). 	<ul style="list-style-type: none"> - Using summer journals from transition, allow children to explore these in provision and talk to their friends about their family (these could be old photos of family and memories etc). - Model using language exploring the differences between different photos and people in each other's family, giving opportunities for new vocabulary. 	<ul style="list-style-type: none"> - I can look at objects from the past and ask, "what were they used for?" - "What were people doing?" 	Children in EYF5 learn at different rates and abilities through: <ul style="list-style-type: none"> • Playing and exploring – children investigate and experience things, and 'have a go'. • Active learning – children concentrate and keep on trying if they encounter difficulties and enjoy achievements. • Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.
<ul style="list-style-type: none"> - Begin to make sense of their own life story and family's history (3-4). 	<ul style="list-style-type: none"> - Spend time with children talking about photos and memories. Encourage children to retell what their parents told them about their life-story and family. - Our family portraits in transition give children the opportunity to talk about different aspects of their own family. 	<ul style="list-style-type: none"> - I understand the difference between things that happened in the past and the present. - I know about things that have happened to me in the past and other people. 	
<ul style="list-style-type: none"> - Comment on images of familiar situations in the past (4-5). 	<ul style="list-style-type: none"> - Present children with pictures, stories, artefacts, and accounts from the past, explaining similarities and differences. - Include a focus on the lives of both women and men. Show images of familiar situations in the past, such as homes, schools, and transport. (Little people big dreams book). - Cover topics that are of interest to children e.g. dinosaurs, bonfire night and the history behind this. - Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past. 	<ul style="list-style-type: none"> - I can sort events or objects into groups based upon chronology. - I use timelines to order events or objects. - I can look at pictures and ask, "which things are old, and which are new?" 	
<ul style="list-style-type: none"> - Compare and contrast characters from stories including figures from the past (4-5). 	<ul style="list-style-type: none"> - Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present. - Feature fictional and non-fictional characters from a range of cultures and times in storytelling. - Draw out common themes from stories, such as bravery, difficult choices, and kindness, and talk about children's experiences with these themes. - In storytelling, introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods. 	<ul style="list-style-type: none"> - I can accurately use words and phrases such as now, yesterday, last week. - I can answer questions about events, using before and after to describe when something happened. - I have looked at books to help me find out about the past. - I have listened to stories about the past and tell stories. - I can write in sentences things I have found out about the past. - I can tell stories about the past. 	
Early Learning Goals <ul style="list-style-type: none"> • 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. 			

History Curriculum Progression in Early Years

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	<p>I know how to sort events or objects (artefacts) into groups based upon chronology (then and now).</p> <p>I understand how to put events or objects in order of when they occurred.</p> <p>I know how to accurately use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents were younger.</p>	<p>I understand and use the words past and present when telling others about an event.</p> <p>I know how to recount changes in my own life over time.</p> <p>I understand how to put events, objects and people in order of chronology.</p> <p>I know how to use words and phrases such as: recently, when my parents were children, decades and centuries when discussing chronology.</p>	<p>I know how to use a timeline to place events I have learnt about.</p> <p>I know how to take significant events from the past that I have studied and place it on a timeline.</p> <p>I know how to use words such as century, decade, before Christ, after, before, during to describe the passing of time.</p>	<p>I use terms related to the period and date events accurately.</p> <p>I know how to place a current study on a timeline in relation to other periods of time that I have studied.</p>	<p>I know how to use words and phrases such as era, period, century, decade, Before Christ, AD, after, before, during, to describe the passing of time.</p> <p>I know how to name the date of any significant event from the past that I have studied and place it in, approximately, the right place on a timeline.</p>	<p>I use dates and terms accurately within and across periods of time.</p> <p>I use key vocabulary of chronology to convey my understanding of the past.</p> <p>I know how to make links between periods of time I have studied.</p>	<p>I know the precise vocabulary required to accurately demonstrate my understanding of different time periods.</p> <p>I know how to identify similarities and differences between the periods of history that I have studied.</p>
Historical Knowledge	<p>I understand the difference between things that happened in the past and the present.</p> <p>I know about things that have happened to me in the past.</p> <p>I know some things that happened to other people in the past.</p>	<p>I know how to recognise the difference between past and present in my own and others' lives.</p> <p>I know and recount key events from stories from the past.</p>	<p>I know how to recognise what people did in the past and the reasons why.</p> <p>I know how to recognise why events happened and what happened as a result.</p> <p>I know how to identify differences in ways of life in different time periods.</p> <p>I am aware of general and technical terms relating to a period of study.</p> <p>I know how to understand changes within living memory.</p>	<p>I know how to identify reasons for and results of significant people's actions.</p> <p>I know how to use general and technical terms relating to a period of study.</p> <p>I know how to examine causes and results of significant events and the impact on people.</p>	<p>I know how to describe similarities and differences between some people, events and objects I have studied.</p> <p>I know how to compare an aspect of life with the same aspect from another period.</p> <p>I know how to provide reasons for how significant people and events I have studied from the past have affected life today.</p>	<p>I know how to find out about beliefs, behaviours and characteristics of significant people from the past.</p> <p>I know how significant events have had a variety of impacts on people throughout different time periods in History.</p> <p>I know how to apply general and technical terms relating to a period of study and use these to make comparisons.</p>	<p>I know how to compare the beliefs and behaviour of people with another time study.</p> <p>I make links between some of the features of past societies (e.g. religion, houses, society, technology).</p>
Historical Enquiry	<p>I know how to look at pictures and ask, "Which things are old and which are new?"</p> <p>I know how to answer questions about events,</p>	<p>I know how to find answers to simple questions about the past from sources of information.</p>	<p>I know how to use evidence to find out how things may have changed during a time period.</p>	<p>I know how to give my own reasons why changes may have occurred and use evidence to support this.</p>	<p>I know that the answers to open ended questions may differ between people within a period.</p> <p>I know how to choose reliable sources of</p>	<p>I know how to collate knowledge gathered from several sources together in a fluent historical account.</p> <p>I know how to investigate my own enquiry questions</p>	<p>I know how to identify omissions from historical events and suggest means of finding these out.</p> <p>I know how to assess the reliability of sources.</p>

Our curriculum progression document

Credits:

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