

**History at CVPS**

**Curriculum Intent**

**What do we want to achieve with our History curriculum?**

The aim of our History curriculum is to give children at CVPS the opportunity to become historians, developing their enquiry skills and chronological understanding through the use of relevant eras and events in the past to learn from. History is taught at CVPS so that children can understand the society they live in: both within their local understanding of heritage-rich Bradford, and the wider national and international aspects of History that have contributed to how the 21st century world came to be. Children will, as historians, learn from humanity’s mistakes and celebrate past generations’ achievements, make links between themselves and those who came before them, and use their knowledge and understanding of that past to forge themselves a bright, happy future as global citizens.

Key Stage 1 & 2 National Curriculum for History aims to ensure that all pupils:

* 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’, ‘parliament’ and ‘peasantry’
* 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. Children will understand that History is learning about people and events of the past.

**Curriculum Implementation**

**How will this be achieved?**

Our History Curriculum has been built in conjunction with the research and pedagogy from the book: Understanding and Teaching Primary History by James Percival and fully covers the requirements of the National Curriculum. The progression of History skills, knowledge and understanding are divided into the following areas of learning:

* Substantive Knowledge including historical enquiry questions
* Flash back and flash forward
* Chronological Understanding
* Substantive Knowledge
* Substantive Concepts
* Disciplinary Knowledge including concepts and historical enquiry

Each of these areas of learning are revisited during each new unit of work, building on prior learning and effectively developing the skills, knowledge and understanding to become an effective historian. Our History curriculum aims to excite the children and allow them to develop their skills as historians. We plan visits and visitors to provide first-hand experiences for the children to support and develop their learning within the History unit they are learning about. We recognise that to have impact, the visits must be clearly linked to the historical knowledge to be acquired, providing the opportunity for children to better understand the knowledge whilst applying historical skills such as using historical sources and enquiry.

**Unit Structure & Lesson Structure**

Over the Key Stage phase, each year group will cover three units of History. Each unit will be delivered over a full term, equating to approximately twenty hours of study. The history lead will plan how this is covered during the term, by creating MTP to ensure coverage. This will be communicated and agreed with the class teachers prior to the commencement of the new term. Each unit will start with local history followed by British history and finally world history.

Throughout the units of History, children will: be taught to develop their enquiry skills, learn how to use historical sources and learn from historical stories. Class teachers will carefully plan for the use of visits and visitors to complement and enhance the teaching of History. At the beginning, midpoint and endpoint of each History unit, children will be asked to demonstrate their understanding through a chronology activity such as putting photographs into chronological order or adding eras or periods of time onto a timeline. At some point during the second half of the unit, children will be asked to demonstrate their learning and understanding through a piece of extended writing or oral presentation.

Knowledge Organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts, vocabulary and significant people and dates. These will be introduced to the children at the start of each unit and continue to use these within each lesson. Low-stake quizzes and retrieval tasks will be used in the classroom to help children to recall key facts and make links with previous learning. Knowledge organisers are also used as a pre-teaching tool to support pupils with SEND and EAL.

**Curriculum Impact**

The impact of the teaching and learning of History will be demonstrated as follows:

* Children will know more, remember more and understand more about History.
* Children will understand and use the key skills of chronological understanding, knowledge and understanding of events in the past, historical interpretation, historical enquiry and organisation and communication.
* The large majority of children will achieve age related expectations in History.
* As historians, children will learn lessons from history to influence the decisions they make in their lives in the future.

Formative Assessment will be used to determine children’s understanding and this will be summarised at the end of each History unit to inform the class teacher and History Subject Leader of the numbers of pupils working below, at and above age-related expectations. The completed summary will be shared by the class teacher. To make these assessments, class teachers will use children’s understanding in relation to Knowledge Organisers, work in the children’s books and informal ongoing classrooms assessments and judgements.

**Spiral Curriculum**

The History curriculum design follows the spiral curriculum model by Jerome Bruner in which key concepts are presented repeatedly throughout the curriculum, but with deepening layers of complexity, or in different applications. Throughout the teaching of History, pupils will;

* Return to the key concepts again and again during their time in primary school.
* Deepen their understanding with each revisit as key concepts are covered with greater complexity.
* Utilise prior knowledge so they can build upon previous foundations, rather than starting again.

**Our Aims at CVPS**

Aim High

* Develop and enhance English and Maths’ skills through Historical studies
* Heritage England
* Preparing pupils for an ever changing world.
* Use a wide range of ICT to support subject investigations and enquiries.
* Topical and emotive topics that deals with real issues
* Open ended questions to inspire curiosity about periods in time

Be Respectful

* Creates a sense of place, belonging, identity, purpose
* Multi-sensory approaches
* SEND approaches used inc. use of resources and adults
* A variety of learning styles is used: visual, audio and kinetic
* Whole-class teaching methods, enquiry based group work, individual, pair, class and group work
* Build on empathy of others so that our pupils appreciate the diversity of our Britain and those who call it home

Create Happy Memories

* Plan a variety of visits and visitors.
* Enquiry, investigation, problem solving and decision making central to high quality learning in History
* Use a variety of artefacts and sources
* Develop, enhance and apply historical enquiry
* Pupils are taught through discussion, practical activity, games, investigations, problem solving, research, role-play and recording.

**Understanding Different Types of Knowledge in History**

**Substantive Knowledge**

Substantive Knowledge is factual knowledge of the past - key events, place, people etc - and includes two types - ‘Substantive concepts ’ and ‘Technical subject knowledge’:

Substantive concepts are the essential, underpinning, in-depth knowledge of a topic or time period that supports further historical learning and thus supports pupils to generate more knowledge. These can be categorised further into abstract concepts ( society, beliefs and religion, economics, conflict and conquest and power and rule) and chronological knowledge (knowledge relating to broader developments and the features of historical periods).

**Substantive concepts**

| **Society**  Settlements, civilisations, equality nation art, culture & pastimes, rights, immigration, leisure, lifestyles, relationships, interactions, community, nation, city, village, common traditions, institutions, collective interests & activities | **Beliefs & Religion**  Belief systems, theocracy (religious leaders are in charge), Pharo, idol, conversion, ideology, principles, spirituality, philosophy, | **Economics**  Food, farming, travel, exploration, migration, trade & invention, technology, money, wealth, prosperity, consumption, finance, production, distribution | **Conflict & Conquest**  Empire & warfare, invasion, colonisation, battle, army, enemy, resistance, revolt, freedom, military, peace, voyage, discovery, explorers, control, force, conquers, struggle, opposing forces, disagreement, controversy | **Power & Rule**  Monarchy, theocracy, parliament, politics, hierarchy, government, democracy, empire, law, equality & slavery, legacy, tribe, kingdom, influence, prestige, honour, reputation, authority |
| --- | --- | --- | --- | --- |

Substantive Concepts are concepts concerned with the subject matter of history, such as rights, peace, invasion, trade, war, empire and monarchy. They are embedded throughout the curriculum so that each one is planned to be encountered multiple times throughout the curriculum. Substantive concepts are best understood with repeated encounters in specific, meaningful contexts, rather than being taught in an abstract way. Substantive concepts support the learning of new material. For example, understanding the concept of invasion from an earlier topic supports understanding of the next topic which involves invasion.

**Chronological knowledge** is taught each lesson using resources from Stuart Tiffany - there are separate KS1 & KS2 timelines but all follow the same theme and layout to give consistency and to help develop chronological understanding of periods in history and concurrence. It supports pupils to build coherent schema for particular topics.

**Technical subject knowledge:**

Technical subject knowledge is the knowledge of the key facts and dates which pupils need in their minds, or at their fingertips, whilst undertaking historical enquiries, without which they would be incapable of constructing answers. Without essential technical knowledge, working memory is overloaded when undertaking enquiries, and it is thus useful to have these key facts in knowledge organisers. Technical knowledge must be taught and pupils must retain it during their enquiry. However, gaining this type of knowledge is not the ultimate long term aim of the primary classroom, and it may not be needed beyond the current topic. Children gain technical subject knowledge through reading to enable them to answer enquiry questions; then complete learning activities to develop their historical skills.

Each unit has a bespoke knowledge organiser which gives key facts, dates, associated vocabulary and that summarises the main points in order to answer the enquiry question. They act as a tool for pre-learning/overlearning and chunk learning into manageable steps - beneficial for previously low attaining/SEND children. More able pupils benefit from working collaboratively - allowing them to articulate their ideas, reason their choices and deepen their understanding of a topic through challenging questioning. The KO’s are put on our learning platforms so that they are available to children and parents to support pre/post learning and as a revision guide.

**Breadth of study:** in addition to discrete lessons, additional aspects of history are taught through the wider curriculum. All year groups deliver lessons on black history, diversity and equality. In light of the BLM movement and considering the children within our school and community, we have selected guided reading books which focus on significant black figures, anti-racism, BAME characters, diversity and books which promote the idea of significant female figures.

**Developing vocabulary:** our aim is to ensure that our children are familiar with frequently occurring historical words that appear in various contexts and topics (including terms and concepts). These will be identified through the text we use within the history lessons as well as in our knowledge organisers.

**Our locality and heritage:** our curriculum is based around Bradford and the heritage of our children. We make our curriculum relevant by studying significant local figures. We look at the industrial nature of Bradford and how this has changed over time, learning that Saltaire is a National Heritage site along with other places studied (such as the Acropolis in Greece). We learn about historic sites near to us such as York (Romans), Star Carr (Mesolithic site) and the Neolithic site on Ilkley Moor (Stone Age to Iron Age). We look at the early Islamic Civilisation: relevant to many of our children because of their heritage.

**Disciplinary Knowledge**

Disciplinary knowledge is knowledge about how historians investigate the past, and how they construct historical claims, arguments and accounts - i.e. it is the knowledge of how to undertake a historical enquiry. Pupils learn disciplinary knowledge within relevant historical contexts (i.e. the substantive topics such as Ancient Greece) - through application to substantive knowledge. Units of learning are framed around central Enquiry Questions which focus a unit of work on elements of this disciplinary knowledge. This knowledge of historical enquiry frames what pupils learn about the past, supporting them to consider the status of historical claims. It enables them to place their historical knowledge in a broad context. It helps pupils to understand how different versions of the past can be constructed, and that historical narrative is partially dependent upon viewpoint. Disciplinary knowledge is concerned with developing historical rational and critical thinking within enquiry, and can be categorised into 8 Disciplinary concepts that are systematically developed in our history curriculum:

**Disciplinary Concepts**

We aim for our children to have a deepening awareness of how history is written and a growing understanding of what it means to get better at history: understanding secondary concepts such as

* Chronology
* Sources and evidence - asking questions, using sources and evidence to construct and challenge the past, and communicating ideas
* Historical interpretations - understanding how and why different accounts of the past are constructed
* Cause and consequence - cause: selecting and combining information that might be deemed a cause and shaping it into a coherent causal explanation; consequence: understanding the relationship between an event and other future events.
* Change and continuity - analysing the pace, nature and extent of change.
* Historical significance - understanding how and why historical events, trends and individuals are thought of as being important.
* Similarity and difference - analysing the extent and type of difference between people, groups, experiences or places in the same historical period.
* Context of people, events, situations and developments

**Key Symbols**

|  | History |
| --- | --- |
|  | Chronology |
|  | Sources and Evidence |
|  | Concepts  (Historical interpretations, cause and consequence, change and continuity, historical significance, similarity and difference) |
|  | Context  (people, events, situations and developments) |