

Intent

At St Dennis Primary Academy, we aim for a high-quality history curriculum which inspires children's curiosity about the past and use historical enquiry to structure learning.

In line with the National Curriculum, we want our children to learn about local and British history and how Britain has influenced and been influenced by the wider world. Also, to understand significant events in world history including ancient civilisations, the expansion and dissolution of empires, characteristics of past non-European societies and achievements.

We aim to do this through the use of the disciplines of history to explore and understand disciplinary knowledge (recognising similarities and differences, cause and consequence, continuity and change) as well as the understanding of chronology, evidence and interpretations running throughout.

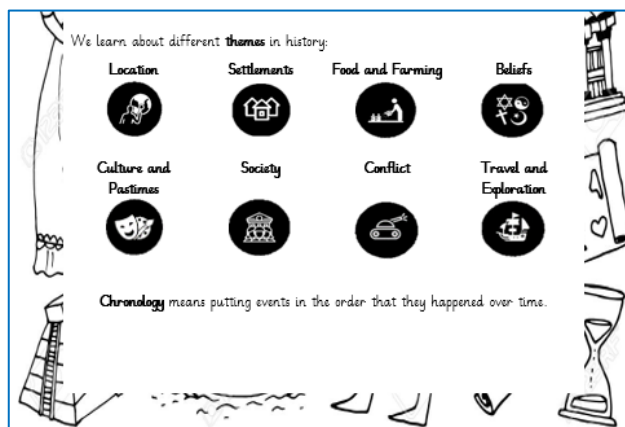
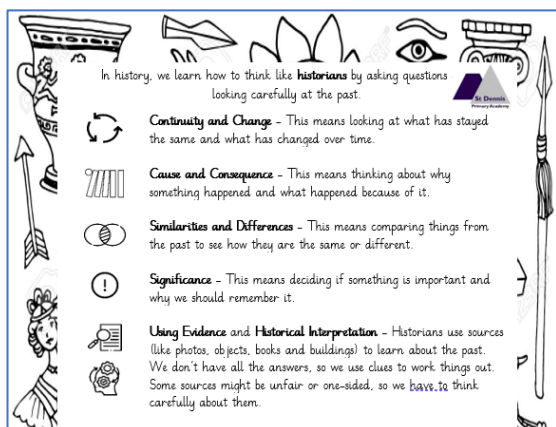
Through this, the substantive concepts of location, settlements, beliefs, culture and pastimes, food and farming, travel and exploration and conflict are understood, and we intend for children to learn explicitly what is on our knowledge organisers.

We aim to nurture curiosity and a life-long love of history through inspiring experiences. We want our pupils to relish and love learning about history, so children gain knowledge and skills, not just through experiences within the classroom, but also through the use of fieldwork and educational visits.

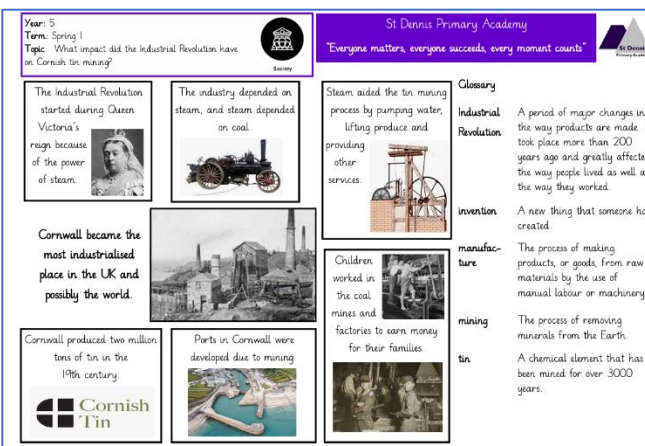
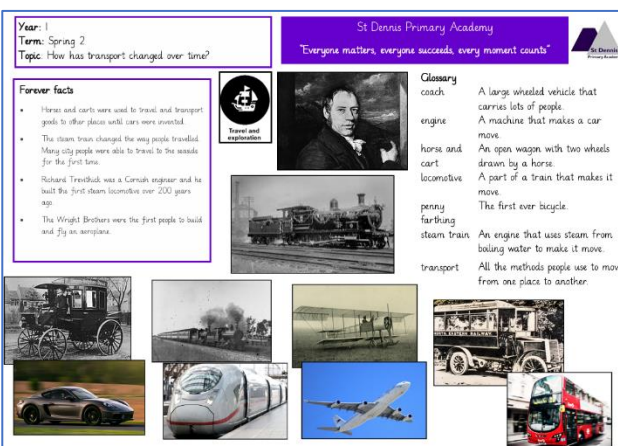
Implementation

To ensure high standards of teaching and learning in history, we implement a curriculum that is sequentially planned throughout the whole school. Each unit of learning is led by an enquiry question, with a sequence of lessons planned with the use of sub-questions which lead to being able to answer the main enquiry question at the end.

We also talk about key skills of being a historian and the concepts we are developing. These are in children's books as a reminder.



To support learning, children also have a Knowledge Organiser in their book and on display, with key learning points and maps, diagrams, facts and vocabulary. They also take one home so they can share their learning at home.



We use Chris Quigley's four 'Threshold Concepts' of 'investigate and interpret the past', 'build an overview of world history', 'understand chronology' and 'communicate historically', which are repeated many times.

These then use themes to help build connections. These are settlements, beliefs, culture, food and farming, conflict, society, location and travel and exploration.



Settlements – Throughout history people have organised themselves into settlements.

This is where people come together to live in an area.

- homes (including the types of materials used and construction techniques)
- sanitation
- heating
- public facilities (e.g. libraries, bath houses)
- monuments and memorials
- gathering places (e.g. citadels, amphitheatres, town squares)
- the nature of a settlement (e.g. villages, towns, cities)
- defences
- important features (e.g. proximity to a river or sea port)

Beliefs – Beliefs often form the basis for day-to-day routines and practices. By organising knowledge into belief systems, pupils can begin to understand why people acted as they did.

A firm thought that something is true.

- organised religions
- key events
- ideologies
- symbols

Culture and Pastimes – Evidence of culture and pastimes exists from some of the earliest civilisations.

Beliefs and behaviours that are traditionally shown by a group of people and activities that you do to pass the time.

- artworks
- artists and artisans
- jewellery
- architecture and architects
- games
- sports
- plays and theatre
- music and instruments
- great thinkers and big ideas
- stories and books

Food and Farming – How people throughout history have found food to sustain themselves is an important part of historical knowledge.

Farming is when plants and animals are grown or reared for people to eat.

- main food groups (e.g. grains, fish)
- popular foods and dishes
- methods of collection (e.g. hunter-gatherers, farming)
- important technological breakthroughs (e.g. plough – for cultivating land, shaduf – for irrigation)
- use of animals
- trade in foods and spices

Travel and Exploration – How people have travelled, and how far they have travelled, has developed dramatically throughout history.

- types of transport and how they were powered (e.g. foot and animals)
- technological advancements and their pioneers
- breakthrough events (e.g. the Moon landings)
- reasons for travel (e.g. to explore, conquer, trade, survive)
- trade routes
- holidays and how they have changed because of transport

How people have travelled, and how far they have travelled, has developed dramatically throughout history.

Conflict – Conflict has affected human behaviour throughout history.

A serious disagreement.

- historic events
- reasons for conflict (e.g. invasions)
- weapons
- defences
- resistance
- tactics
- types of conflict (e.g. battles, wars)
- resolutions to conflicts

Society – Society is the way that groups organise themselves.

A large group of people who live together in an organised way.

- life for different sections of society (e.g. rich and poor, men and women, adults and children, urban and rural)
- education
- crime and punishment
- health and medicine
- clothing
- social organisation (e.g. nation states, systems of government)

Location – Knowing that history involves both time and place is important to overcome misconceptions that events or periods in history were widespread or even global.

The place where something happened or is situated.

- modern geographical locations (e.g. Iran)
- historical geographical locations (e.g. Mesopotamia)
- multiple locations, including the associated terminology (e.g. empire, commonwealth, union)
- movement and its associated terminology (e.g. migration, immigration, invasion, exploration, conquest)

Across the school, children learn substantive knowledge through disciplinary knowledge: recognising similarities and differences, cause and consequence, continuity and change, and through handling evidence and historical interpretation.

Continuity and change: Chronologically, over time, what changes or remains the same.

Cause and consequence: What caused an event to happen and what the consequences of the event were.

Similarity and difference: A comparison of two elements of the past. This could be people, societal roles or individuals.

Significance: This means that it is sufficiently great or important enough to be worthy of attention.

Handling evidence: The use of **sources** helps children understand about the past and children have access to a wide range of sources and evidence from which to gather information. We never have a whole picture of the past – we use sources to reconstruct the past, even if they are biased.

EYFS	Key Stage 1	Key Stage 2
Stories Provision	Stories Non-fiction Artefacts Testimony	Non-fiction Artefacts and replicas Primary sources Secondary sources Testimony Historian's interpretations

Historical Interpretation: These are a reflection on the past and, over time, children learn how these have been constructed and offer reasons why they may differ.

Learning activities to support the learning are selected and designed, providing engaging activities with an appropriate level of challenge to all learners, in line with our commitment to inclusion.

In EYFS, the main aim is to begin to develop a sense of chronology and an understanding of key vocabulary linked to the passing of time. In line with EYFS curriculum, the children are encouraged to talk about themselves and how they have changed over time. They share stories, handle artefacts and look at pictures to identify similarities and differences and begin to talk about changes. They are encouraged to ask older people, particularly their families, about the past and are introduced to other cultures.

In Key Stage 1 and 2 history, we follow the breadth of the programmes of study of the National Curriculum for history. Both Key Stage 1 and Key Stage 2 use exercise books.

Our history lessons focus on developing the skills of being a historian and these are in children's books as a reminder.

Children have a **timeline** in their books to help them to understand chronology. Children need to understand chronology through a real sense of time, period and narrative. Over time it should encompass local, national and world history including how they relate to one another.

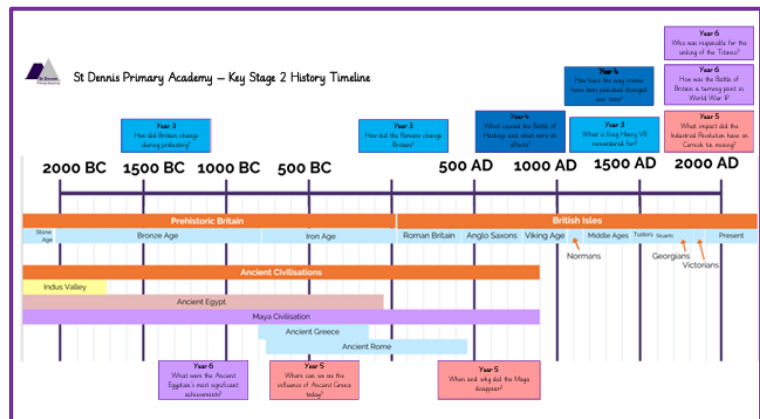
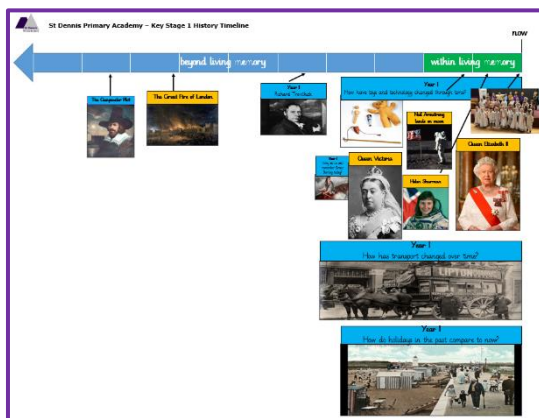
Progression in Chronology

EYFS Can understand the concept of chronology through seasonal change Can understand time passing Can sequence relevant events and experiences in their own life Vocabulary: then, next, before, after, second, minute, hour, day, week, month, year, term	KSI Can sequence events in a topic chronologically Can explain the difference between within living memory and beyond living memory Can use a range of everyday chronological language accurately Vocabulary: then, next, before, after, second, minute, hour, day, week, month, year, term PLUS decade, century, scale, interval, duration
LKS2 Can understand the difference between a period of history and KSI topics Can use specific chronological terms accurately Can construct and explain timelines (scale, duration, interval) Can start making links between periods studied Vocabulary: period of history, millennium, BC/BCE, AD/CE, concurrence, interacted	UKS2 Can place history topics into a coherent framework and explain links between some periods Can construct and compare concurrent timelines Can identify links between local, national and world history during topics



Changes beyond living memory The chronological emphasis is that it is more in the distant past and will support children to develop their chronological framework.	Changes within living memory The emphasis is on history that children can relate to like toys, transport and holidays. Living memory is a span of time and not just a single point. This can be done by comparing the children's life with their parents/carers and grandparents.
--	---

In Key Stage 2, children are taught that periods in history overlap across the wider world. This helps them to see the period of history they are studying in comparison to others previously studied to make links and recognise continuity and change. This also helps them to develop a secure knowledge and understanding of British, local and world history establishing clear narratives across the periods they study.



Children with SEND are fully included in history and their needs are understood so that the right adjustments and provision are in place. Staff have high expectations which ensures children aspire to be successful in their learning and make good progress. This is because 'Everyone matters, everyone succeeds and every moment counts'. Adaptations in history can be viewed on our website: <https://primariesite-prod-sorted.s3.amazonaws.com/st-dennis-primary-academy/UploadedDocument/ebed0250-b3ec-4355-8183-2b05481c0586/history-send.pdf>

Our history curriculum is further enriched with real artefacts from museums, visitors, and visits perhaps to a museum or a site of historical interest which ties in with our curriculum driver of real-life experiences.

Impact

Children enjoy history lessons and look forward to finding out more. They learn research skills that they use independently to further their own enjoyment and fascination about the topic or subject. Evidence of work shows a range of topics covered and connections are being made with other subjects. For example, in Year 1 children learn about materials in science and children make this link with what toys are made of.

Standards in history are high and match standards in other subjects such as English.

We measure the impact of our curriculum through the following methods:

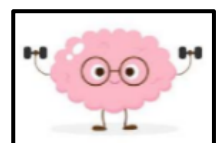
- Memory Masters to ensure children know more and remember more.
- Summative assessment through on-going learning and tasks to assess whether critical knowledge and skills have been committed to long-term memory.
- Quiz questions in every lesson that build to a cumulative quiz.
- 'Four from Before' weekly retrieval tasks.
- Images and videos of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice) with their books.
- Marking of work in books in line with our Feedback Policy.

History Unit and Lesson Structure

Memory Masters

We plan for **Memory Masters** at the beginning of every unit of learning, as we recognise the value in pupils having the opportunity to **revisit, recall, revise, remember, reinforce, relearn** and **reflect** upon previously taught content. This enables them to **retain** key knowledge across the whole curriculum to know more and remember more.

Memory Masters sessions will be evident in books through a Learning Objective, showing the Memory Masters symbol. Alongside this, there will be an opportunity for pupils to record their achievements.



Examples of this could be a score from a quiz, a scale of confidence or key information remembered.

Monday 11th September 2023

T TA I P G



Topic:

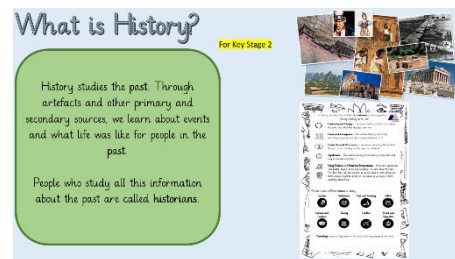
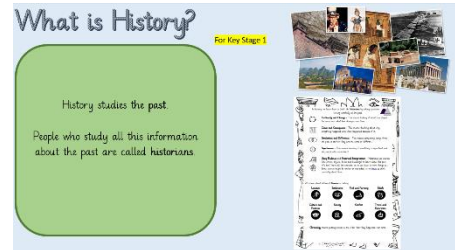
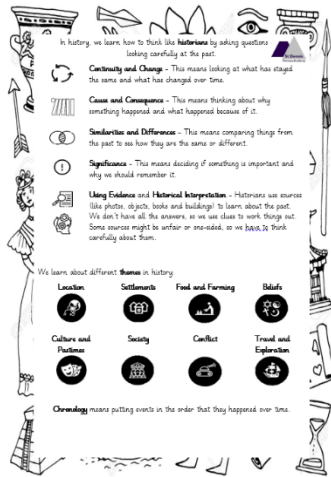
Retrieval Task:

We use a range of retrieval techniques from Kate Jone's Retrieval Practice books.

Pedagogy

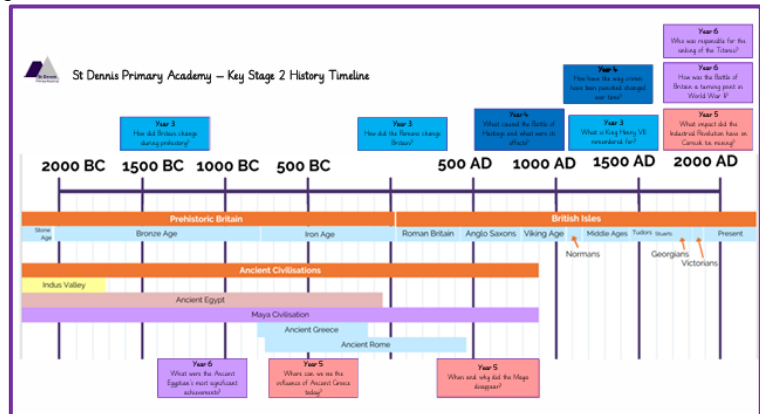
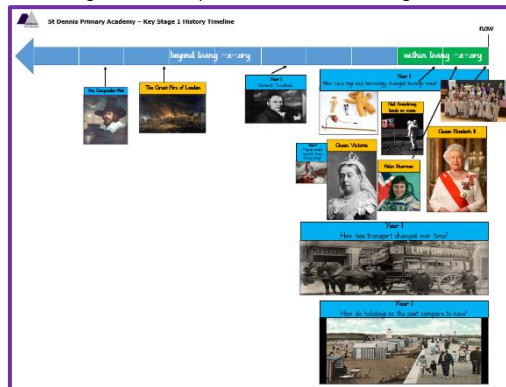
Following the Feedback and Feedforward element, we remind ourselves what history is and that a historian studies the past.

We also look at which skills of a historian will be developed in today's lesson through sharing and highlighting the statements.



Chronology - Timeline

We then revisit the timeline in the back of our books and remind ourselves of when this event took place in line with other learning to develop an understanding of chronology.



At this time, we discuss the themes we are learning about in this unit.



It may also be appropriate to show a map at this point and we use [The Timemap of World History \(timemaps.com\)](https://www.timemaps.com/) to build locational knowledge and see how this has changed over time.

Feedback and Feedforward

At the beginning of lesson, there is a **feedback and feedforward** element to review prior learning within the unit, in readiness to build connections. The **Knowledge Organiser** (stuck in book at beginning of the unit) may be used to support this.

In line with our **Marking and Feedback Policy**, this element may also include:

- Work to praise and share to address misconceptions
- Excellent examples of presentation
- Targeted support

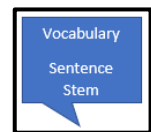


Learning Objective, Key Vocabulary and Sentence Stems

The **Learning Objective** is then shared (*format for books is in planning folder and includes vocabulary*). These are in the form of enquiry questions.

Definitions of key vocabulary for this lesson and any relevant vocabulary from previous lessons.

Sentence Stems are also shared and repeated.



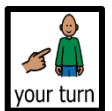
New Learning and Guided Practice (*Key Concept Introduction / Modelling / Questioning*)

Key knowledge and concepts are **introduced**, and it is explained that these will be learnt through key skills of a historian.

These skills are then discussed, highlighted and **modelled** so they are developed and used accurately.

Questioning (*throughout lesson*)

Questioning techniques are also considered e.g. Cold Calling / Think, Pair, Share / Show-me Boards / Probing Questions etc



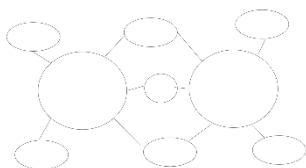
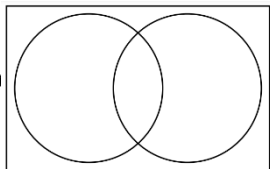
Independent Practice / Practical

Following modelling, children have the opportunity to **develop substantive knowledge through disciplinary knowledge**.

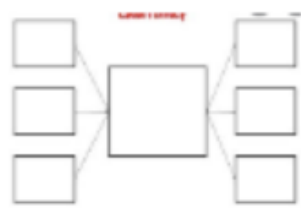
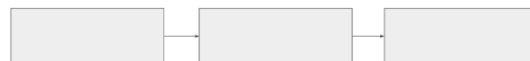
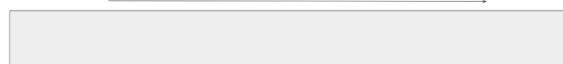
The recording method is deliberately chosen to support understanding of similarities and differences, cause and consequence, continuity and change as well as through the understanding of chronology, evidence and interpretations. These recording methods also help children to remember when revisiting their learning.

Examples:

Similarities and differences

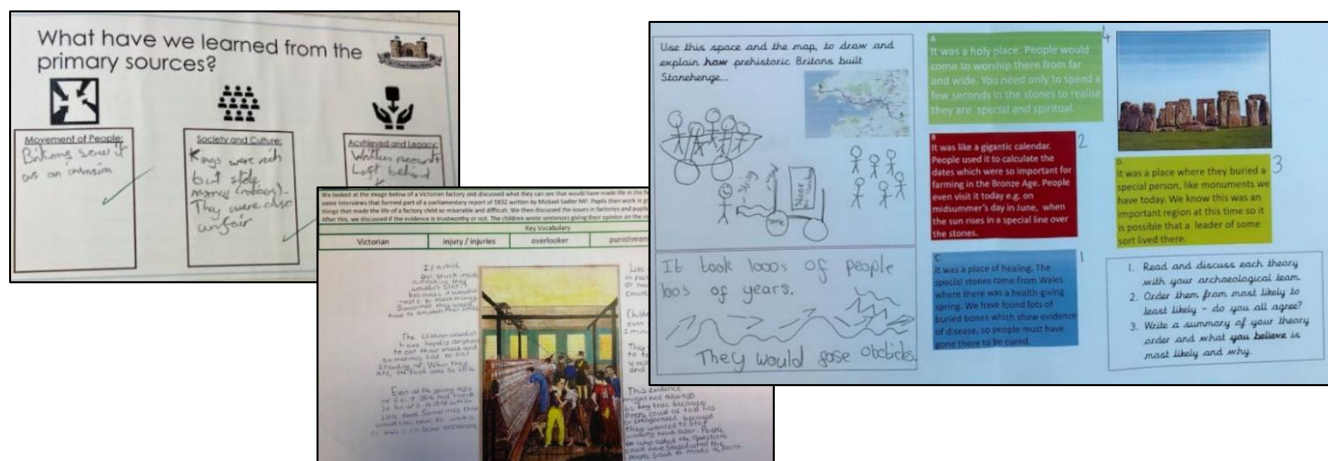


Continuity and Change



Sources (Examples from TPAT History Forum)

Sources are used to help children understand about the past and children have access to a wide range of sources and evidence from which to interpret and gather information.



High quality sources are essential, and we use these websites to support this:

Skills & Concepts - Mr T Does History - links to skills and concepts and breaks History down into Key Stages

The National Archives - sources

<https://www.mylearning.org/> – sources

<https://www.timemaps.com/> - timeline resources with maps

https://www.teachprimary.com/learning_resources/view/how-to-teach-chronology-in-ks1-ks2-chronology

Think Deeper – An extra challenge!

Provide an extra challenge to apply knowledge and assess understanding.



Let's Reflect *(Formative Assessment)*

Learning Objective and Success Criteria are revisited to ensure children know what they have learnt. This also provides feedback that improves children's learning.

At the end of each lesson, we use one or two questions to assess understanding of the key content. These questions build to a final cumulative quiz that is used as an assessment.



End of Unit (Formative and Summative Assessment)

At the end of a unit, assessment is carried out through a complete cumulative quiz and a 'Show what you know' activity. The enquiry question for each lesson is shared to support the answering of the overarching question. Sentence stems are used to support this along with key vocabulary. There may also be diagrams to label. These could also include sections of the knowledge organiser with elements missing for children to complete.

