

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 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.

As historians we will:

- ✓ Have an excellent knowledge of people and events from different periods of history and historical concepts.
- ✓ Think, reflect, debate, discuss and evaluate the past through asking questions and enquiry.
- ✓ Show learning confidently in a variety of ways.
- ✓ Be passionate and curious about the past.
- ✓ Understand how people can interpret the past in different ways.
- ✓ Draw reasoned conclusions based on the views of others and a range of sources.
- ✓ Carry out challenging activities that include high-quality research across a range of historical topics.

Threshold Concepts	
Investigate and interpret the past	Understanding that our own understanding of the past comes from an interpretation of the available evidence.
Understand chronology	Understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.
Build an overview of world history	Appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.
Communicate historically	Using historical vocabulary and techniques to convey information about the past.

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.

Year: Y2
Term: Spring 1
Unit: How was the Great Fire of London great?

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"Everyone matters, everyone succeeds, every moment counts"

Glossary

architect A person who is qualified to design buildings.

congested A place so crowded with people or vehicles as to hinder movement.

diary A book in which one keeps a daily record of events.

escape To be able to break away.

evidence Facts or information that indicate whether something is true or not.

signetring A person who has seen something happen and can give a first-hand description of it.

fire hooks A pole with a hooked metal head. Easily sets on fire.

Lord Mayor Title of the Mayor of London.

Padding Lane Location of the bakery where the Great Fire of London started.

River Thames The river that runs through London.

St Paul's Cathedral A cathedral in London that was rebuilt after the fire.

Timeline of Events

- Monday 2nd September 1666** The fire gets very close to the Tower of London.
- Tuesday 4th September 1666** St Paul's Cathedral is destroyed by the fire.
- Monday 3rd September 1666** The fire starts at 1 a.m. Mid-morning Samuel Pepys starts to write about the fire in his diary.
- Wednesday 5th September 1666** The wind dies down and the fire spreads more slowly.
- Thursday 6th September 1666** The fire is finally put out. Thousands of people are left homeless.

Year: 5
Term: Spring Term 1
Topic: What impact did the Industrial Revolution have on Cornwall tin mining?

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The Industrial Revolution started during Queen Victoria's reign because of the power of steam.

The industry depended on steam, and steam depended on coal.

Steam aided the tin mining process by pumping water, lifting produce and providing other services.

Cornwall became the most industrialised place in the UK and possibly the world.

Cornwall produced two million tons of tin in the 19th century.

Ports in Cornwall were developed due to mining.

Children worked in the coal mines and factories to earn money for their families.

Glossary

Industrial Revolution A period of major changes in the way products are made. It took place more than 200 years ago and greatly affected the way people lived as well as the way they worked.

invention A new thing that someone has created.

manufacture The process of making products or goods from raw materials by the use of manual labour or machinery.

mining The process of removing minerals from the Earth.

tin A chemical element that has been mined for over 3000 years.

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' 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. Key Stage 1 use a floor book 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.

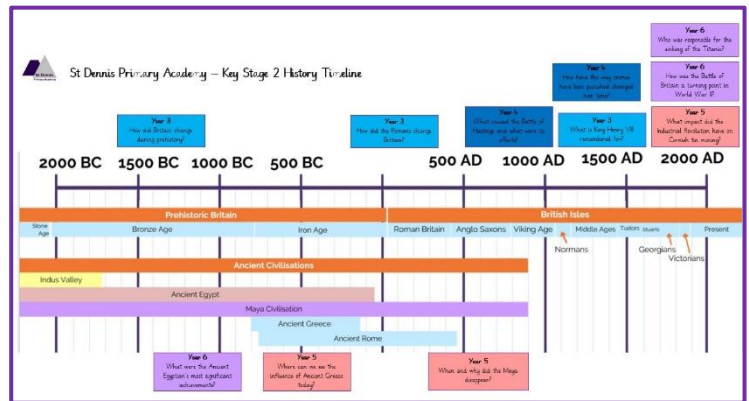
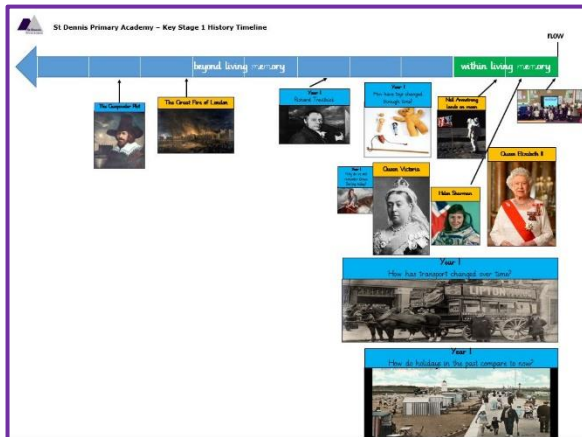
Changes within living memory

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.

Also, In Key Stage 2, 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 cover 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:

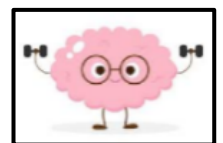
- Memory Masters to ensure children know more and remember more.
- Summative assessment through on-going learning and tasks to assess whether critical knowledge and skills have been committed to long-term memory.
- Quiz questions in every lesson that build to a cumulative quiz.
- 'Four from Before' weekly 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 T A 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.

As historians we will:

- ✓ Have an excellent knowledge of people and events from different periods of history and historical concepts
- ✓ Think, reflect, debate, discuss and evaluate the past through asking questions and enquiry
- ✓ Show learning confidently in a variety of ways
- ✓ Be passionate and curious about the past
- ✓ Understand how people can interpret the past in different ways
- ✓ Draw reasoned conclusions based on the views of others and a range of sources
- ✓ Carry out challenging activities that include high-quality research across a range of historical topics

What is History?
For Key Stage 1

History studies the past.

People who study all this information about the past are called historians.

As historians we will:

- ✓ Have an excellent knowledge of people and events from different periods of history and historical concepts
- ✓ Think, reflect, debate, discuss and evaluate the past through asking questions and enquiry
- ✓ Show learning confidently in a variety of ways
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What is History?
For Key Stage 2

History studies the past. Through artefacts and other primary and secondary sources, we learn about events and what life was like for people in the past.

People who study all this information about the past are called historians.

As historians we will:

- ✓ Have an excellent knowledge of people and events from different periods of history and historical concepts
- ✓ Think, reflect, debate, discuss and evaluate the past through asking questions and enquiry
- ✓ Show learning confidently in a variety of ways
- ✓ Be passionate and curious about the past
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Chronology - Timeline

St Dennis Primary Academy - Key Stage 1 History Timeline

Timeline from 2000 BC to the present, including events like the Stone Age, Iron Age, Roman Britain, Anglo-Saxons, Viking Age, Middle Ages, Tudor times, and the Industrial Revolution.

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

St Dennis Primary Academy - Key Stage 2 History Timeline

Timeline from 2000 BC to 2000 AD, with detailed annotations for various historical periods and events.

History Themes

- Location
- Settlements
- Food and farming
- Beliefs
- Culture and pastimes
- Society
- Conflict
- Travel and exploration

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



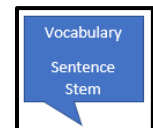
Learning Objective and Success Criteria with Key Vocabulary and Sentence Stems

The **Learning Objective with Success Criteria** are then shared (*format for books is in planning folder and includes vocabulary*).

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

Sentence Stems are also shared and repeated. These can be accessed here:

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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. pose, pause, pounce, bounce / think, pair, share / whiteboards / cold calling / lolly lotto etc.



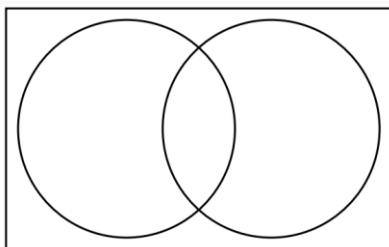
Independent Practice / Practical Learning

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:

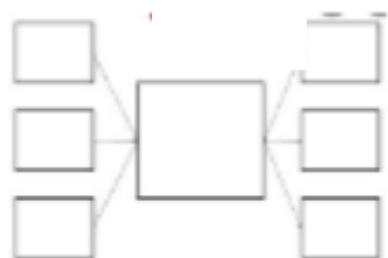
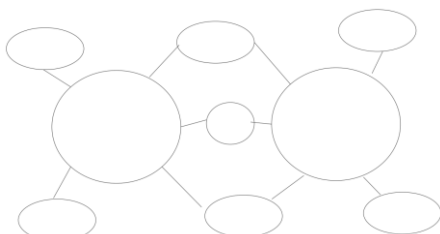
Similarities and differences

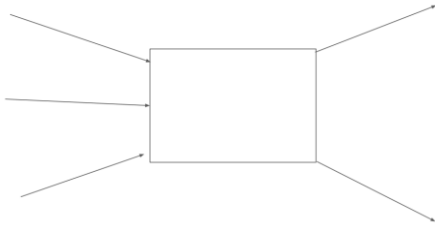


Continuity and Change



Cause and Consequence





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:

<https://www.mrtdoeshistory.com/skills-and-concepts> - links to skills and concepts and breaks History down into Key Stages

[The National Archives - sources](https://www.nationalarchives.gov.uk)

<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

[nts2019-20/Progression_in_History_under_the_2014_National_Curriculum.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/321929/2019-20/Progression_in_History_under_the_2014_National_Curriculum.pdf) - guide to progression

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.

