



History



History

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History Statement of Intent

Our history curriculum has been designed to be both knowledge-rich and coherently sequenced. Knowledge means not only *substantive knowledge* of historical events, dates and people in the past, but also knowledge of *substantive concepts* in history (such as 'empire', 'monarchy' and 'civil war'), and *disciplinary historical concepts* (such as evidence, causation, significance and interpretation).

Our history curriculum allows children to develop a chronologically secure knowledge and understanding of local, British and world history, building on their learning in EYFS, where children develop a sense of past and present, through stories and their own experiences.

The *substantive knowledge* taught in the curriculum has been carefully chosen and sequenced using a chronological approach. Understanding in history requires an understanding of causation. Children will be able to understand the causes of significant national and global events, (such as World War I), when they have some background knowledge of what happened before (such as the origins and growth of European empires, including the British Empire).

Our history curriculum is balanced to enable children to look in some depth at local, national and world history, encouraging children to explore the connection between significant events and people and how they have influenced the modern world. The content in the curriculum ensures children have a secure overview of a period, before studying aspects in more depth. We use our own bespoke History curriculum that is heavily based on our rich local history. Dover has been a key town in history and provides a rich historical landscape for the context of our curriculum.

At Charlton Primary School, we believe the teaching of history should ignite our children's curiosity, develop their knowledge of the past and motivate them to develop an enquiring mind. We do this by teaching the skills and knowledge necessary to become a good historian. These include: researching and gathering information; examining primary and secondary sources and their reliability based on an understanding of how evidence is used to make historical claims and why contrasting arguments and interpretations have been constructed; analysing evidence in order to justify or explain their own reasoning and pose historically valid questions.

Our children will progressively build their history skills and knowledge, beginning with their own experiences and lives of their families, in order to give context and meaning to history and its chronology. They will leave Charlton with a coherent knowledge and understanding of Britain's history, their locality and the history and influence of the wider world, including the nature of ancient civilisations, the dissolution of empires and characteristics features of past non-European societies. The children will understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance. They will use this understanding to draw contrasts, make connections between and have a good understanding of the chronology of key historical periods, local, national and international history, significant individuals and their own lives, encouraging them to question and investigate how life today came about and has been influenced and impacted by the events of the past.

The curriculum is planned so that knowledge, skills and understanding builds on what the children have been taught with clearly defined end points. Children will be exposed to a range of sequential knowledge of the past and its events, building on a range of historical skills throughout every year group such as: chronology, vocabulary and making comparisons alongside this. Our curriculum reflects that some children may not have the same experiences as others from outside of school and aims to provide all children with rich and meaningful historical learning across a range of topics and events.

Spiritual, Moral, Social and Cultural Aspects of the History Curriculum



Through History children will be able to develop the following:

Spiritual:

The opportunity to explore beliefs, experience and faiths, feelings and values

Enjoy learning about oneself, others and the surrounding world

Support children in understanding their own identity and place in the world.

Use historical knowledge and skills to think critically and evaluate the impact of significant individuals on the Spiritual journey of the world.

Moral:

The opportunity to learn what is right and wrong and respect the law

Understand consequences

Investigate moral and ethical issues and offer reasoned views in their historical context.

Social:

The opportunity to use a range of social skills to examine social changes through history.

Appreciate diverse viewpoints and examine changing viewpoints through history

Participate and cooperate

Cultural:

The opportunity to explore and appreciate cultural influences in their historical context; to look at the legacy and impact of civilisations through history on the world today

Participate in cultural opportunities

Understand, accept, respect and celebrate diversity through the examination of historical cultures and civilisations

To be most effective, SMSC will be made explicit by staff when delivering the teaching sequence.



Cognitive Load Theory

Adapted from: Cognitive Load Theory: Research that teachers really need to understand

Cognitive Load Theory — aim = to develop instructional techniques that fit within the characteristics of working memory in order to maximise learning.

Based on two principles:

1. There is a limit to how much **new** information the brain can hold. (**Working memory**—processing new information results in ‘cognitive load’ which can affect outcomes.)
2. There is no know limit to how much **stored** information that can be processed at one time. (**Long term memory**—stores information as schemas.)

Explicit instruction involves teachers clearly showing children what to do, rather than have them construct or discover it for themselves. To lessen cognitive load on working memory. This can be used for new information and learning. Independent learning also needs to be incorporated but with cognitive load managed through guidance, prior information, scaffolds and assistance if needed.

Long term memory relies on the formation of schemas where information can be processed automatically with minimal conscious effort. Automaticity happens after extensive practice. Thus reducing working memory load. If working memory is overloaded, there is greater risk that the content will not be understood, be confused and not stored into the long term memory. Ultimately, learning will be slowed down. Automation of schemas reduces the burden on working memory because when information can be accessed automatically, the working memory is freed up to process new information.

There are 3 types of Cognitive load—Intrinsic, Extraneous and Germane

Intrinsic —difficulty of subject matter being learnt, it depends on the complexity of the material and the prior learning—i.e. different people will have different levels of cognitive load depending on their experiences and knowledge

Extraneous — how the subject matter is taught—we need to minimise extraneous cognitive load to free up working memory.

Germane—the load imposed on the working memory by the process of learning i.e. by transferring information into long-term memory through schema construction.

Ofsted– Research and Review Series: History—Cognitive load must be considered when developing the curriculum. In early stages, new knowledge must be precise. In later stages, when developing schemas, knowledge will become more complex as it links to earlier experiences and learning. For SEND, cognitive load might be even more important, use ‘targeted teaching’ to support the learner. To do this ‘isolate the important aspects’.

Types of Knowledge

Adapted from Ofsted: Research and Review Series: History



Knowledge is generative

Curriculum content increases in range, depth and complexity as pupils move through their history curriculum. At each stage, pupils need more, and more secure, knowledge in order to understand new material, assimilate it into their existing knowledge and mental frameworks, and learn and remember it long-term.

Knowledge is generative: it enables further learning. Pupils use their knowledge in directly discernible ways when they produce an outcome task such as an essay. However, pupils also draw on this prior knowledge much more often, and less visibly, when they make sense of new material. As they know more, they are able to learn even more, and more complex ideas, about the past. Therefore, this expanding knowledge is progress, but it is also a driver of further progress.

Pupils' progress in history is not so straightforward that this generative knowledge can be easily identified. However, there are some forms of knowledge that are worth considering. These are particularly likely to enable pupils' future learning. Two examples of this are:

- 'substantive concepts' (abstract concepts such as invasion, tax, trade, monarch or empire)
- chronological knowledge (knowledge relating to broader developments and the features of historical periods)

Substantive concepts occur frequently

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. A pupil might come across the terms 'invasion', 'monarch' or 'tax' in every year of school history. They will then be able to draw on their secure knowledge of these concepts repeatedly in a number of different contexts. Pupils who do not have knowledge of these concepts will be less able to understand and learn new material. For instance, if a teacher tells pupils that 'the Saxon invasions took place across the fourth and fifth centuries, and Anglo-Saxons created competing kingdoms in England', a pupil who has no knowledge of the term 'invasion' (or 'kingdoms') will not be able to understand the meaning of this account. As a result, they will learn less about the Anglo-Saxons than a pupil who has this knowledge.

Abstract ideas are best learned through repeated encounters in specific, meaningful contexts

Chronological Knowledge

Chronological knowledge is also highly generative. Understanding the broad characteristics of historical periods gives context to what pupils learn and can increase pupils' familiarity with new material. Securing overview knowledge of the past supports pupils to develop this knowledge into coherent narratives that are more memorable for them. Learning this chronological knowledge through meaningful examples is likely to be effective

Learning through meaningful examples and repeated encounters

New knowledge is hard to learn when it is highly abstract or unfamiliar to pupils. Specific examples can make the unfamiliar elements of new material more meaningful. It is much easier for pupils to learn about how King Aethelbert might have weighed up the decision to convert to Christianity as king of Kent than for pupils to learn about a more abstract idea such as 'the interrelationship between politics and religion in successful early medieval kingship'. Through specific examples such as this, pupils will have an access point for making sense of more abstract ideas.

History Subject Leader Action Plan



Targets	What success will look like
To document the history curriculum to show progression of knowledge and skills in all elements.	A clear document will show progression of knowledge and skills across the school identifying the new school structure.
To develop the use of exit tickets to demonstrate learning in each lesson	Exit tickets will be used successfully to demonstrate learning in each lesson.
To take an active part in the History Subject Leaders group.	All meetings will be attended, joint Aquila projects will be completed, the profile of history in the academy will be raised.
To embed the assessment structure and use of knowledge organisers	The use of end of unit assessments to inform teaching and learning will be embedded and used effectively. Knowledge organisers will form the basis of assessments and will be referred during teaching to ensure a progression of acquisition of knowledge and skills.

Monitoring Schedule (23-24)

Term	Monitoring	Impact questions
1 and 2	Children Survey (selection) - October Lesson observation and teacher discussion	<ul style="list-style-type: none"> • What is current learning? • How is the new curriculum embedding? • Is there good evidence in books of progress and progression across the school? • Any further support needed?
Term 3 and 4	Books and child discussions	<ul style="list-style-type: none"> • What are the children's views of new curriculum? • Is knowledge embedding? • Are there any indicators of impact?
Term 6	Lesson observation and teacher discussion Follow up children survey - June	<ul style="list-style-type: none"> • How has new curriculum impacted? • Are there any adjustments needed?

History

Development Matters and National Curriculum



EYFS

Children in reception will be learning to:	Examples of how to support this:
Talk about members of their immediate family and community.	During dedicated talk time, listen to what children say about their family. Share information about your own family, giving children time to ask questions or make comments.
	Encourage children to share pictures of their family and listen to what they say about the pictures. Using examples from real life and from books, show children how there are many different families.
Name and describe people who are familiar to them.	Talk about people that the children may have come across within their community, such as the police, the fire service, doctors and teachers. Listen to what children say about their own experiences with people who are familiar to them.
Comment on images of familiar situations in the past.	Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences.

Children in reception will be learning to:	Examples of how to support this:
	Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance. Show images of familiar situations in the past, such as homes, schools, and transport. Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past. Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.
Compare and contrast characters from stories, including figures from the past.	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, listen to what children say about them. Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes. In addition to storytelling, introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods.



<p><u>KS1</u></p>	<p>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. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none">• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life• events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]• the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]• significant historical events, people and places in their own locality.
<p><u>KS2</u></p>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> <ul style="list-style-type: none">• changes in Britain from the Stone Age to the Iron Age• the Roman Empire and its impact on Britain• Britain's settlement by Anglo-Saxons and Scots• the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor• a local history study• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066• the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China ☐ Ancient Greece – a study of Greek life and achievements and their influence on the western world a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

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Whole School Enrichment Opportunities



Whole School Enrichment Opportunities (minimum of 3 a year)		
Year	Event	
R	Connaught Park—a Victorian Park	
1	Dover Museum	
2	Victorian Seaside	
3	Dover Museum Fort Burgoyne	
4	Egyptian Workshop Victorian School Day	
5	Dover Museum—Vikings Dover Castle—Tudors	
6	Dover Castle Operation Dynamo War Memorials	

Term	Take it Further sheets—for each main unit
Ongoing	Class Dojo—parents are able to engage with learning through the platform. This will include: teachers sharing history learning and parents sharing their home learning
Termly	Our homework grids will have a historical focus
Monthly	Parents come into classes once a month for Walk in Wednesday to look at books and children are able to share their learning with their families.

The Enrichment Opportunities are not stand alone projects. Instead they are planned events where the children can use their prior knowledge and skills to address a creative situation with a subject rich approach. Children should be encouraged to refer back to their history books and knowledge organisers to aid in their decisions and the thinking process to assist them in remembering more, to be able to do more. They are also a good opportunity to assess substantive, disciplinary and theoretical knowledge.

Research shows that parental involvement correlates with student performance. It also shows that communication focused on improving behaviours has the most significant impact. According to [Cotton and Wiklund](#), researchers discovered, “the more active forms of parent involvement produce greater achievement benefits than more passive ones.”



History Curriculum Overview September 2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	<p>Sing me a nursery rhyme.</p> <p>Who am I?</p> <p>Identifying who is in their family. Commenting on what they know about their family and of what relation they are to them.</p> <p>I can describe people who are familiar to me (Civilisation).</p> <p>Show interest in the lives of other people who are familiar to me (Civilisation).</p> <p>I can talk about what I do with my family and places they have been with my family.</p> <p>Summertime Diary sharing.</p> <p>Start class timeline of learning.</p> <p>Singing traditional nursery rhymes.</p>	<p>Let's celebrate!</p> <p>Stories from the past: Looking into Guy Fawkes: compare and contrast character from stories, including figures from the past: looking at clothes (Monarchy (Guy Fawkes).</p> <p>I can talk about significant events in my own experience. I can recognise and describe special times or events for family or friends (Bonfire night).</p> <p>Remembrance Day (Poppies video).</p> <p>Black History Month</p> <p>Add to class timeline of learning.</p>	<p>People who help us!</p> <p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom.</p> <p>Listen to what children say about what they see</p> <p>Celebrate Chinese New Year</p> <p>Add to class timeline of learning</p>	<p>Dangerous Dinosaurs</p> <p>(Migration, civilisation and invasion of animals – dinosaurs) I can describe special events (Easter)</p> <p>How to find out information from the past?</p> <p>Palaeontology and archaeology</p> <p>Add to class timeline of learning.</p>	<p>Growing!</p> <p>I can start to develop an understanding of growth, decay and changes over time (life cycles).</p> <p>How have you changed from baby – to a child.</p> <p>Add to class timeline of learning.</p>	<p>The white cliffs of Dover</p> <p>Seaside/ Connaught Park long ago –compare and contrast past and present.</p> <p>Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play</p> <p>Finish class timeline of learning</p>

KS1 and KS2 Long Term Overview



Year 1		Bonfire Night Bonfire in school		Toys Dover museum		Great Transport Inventions Dover Transport Museum
Year 2		The Great Fire of London Set fire to cardboard houses.		Castles compare features of Walmer and Dover castles, visit Dover castle		Victorian Seaside holidays Visit Folkestone seaside: vernacular, buildings and bandstand.
Year 3	The Stone Age Stone Age re-enactment day at Conaught park, making a Stone Age settlement.		The Bronze Age and Iron Age Dover Museum		Roman Britain Roman re-enactment day Roman Museum Canterbury Richborough Roman Fort	
Year 4	The Ancient Egyptians Visitor to come in and lead a workshop	The Ancient Egyptians				Victorian schools (including What was the Empire?) use Charlton school records recreate classroom in school hall
Year 5	The Anglo-Saxons and the Vikings Viking enrichment day, Dover Museum			Journeys and pilgrimages	Local Tudor history Deal, Walmer and Dover castles	
Year 6	WW1 and WW11 Dover castle tunnels, cemetery	WW1and WW11		Ancient Greece Dover museum, British Museum virtual workshop		The Maya Civilisation Independent project

Assessment in History



HISTORY EXIT TICKET 

What I learnt in today's history lesson:

  

We use exit tickets at the end of each lesson as we feel that this allows children to reflect upon their learning, reinforce their learning from the session and allows teachers to respond and bridge gaps of those learners that need additional support.

[Effective formative assessment](#) in lessons ensures that any misconceptions or challenges are addressed in the moment. Oddizzi allows teachers to set challenges too for those children who are working at greater depth.

At the end of a unit/topic, children will complete low-stakes quizzes based on their knowledge organisers to check that children are knowing and remembering key knowledge. We use this information to track children's learning every long term (term 2,4,6) whether they are working towards, expected or working at greater depth.

Assessment in History

STEM Phrases for Historical Enquiry
• What was it really like....? and how can we possibly know?
• What does this source tell us about...?
• Which source tells us?
• Do all sources say the same thing?
• What do the sources seem to disagree about?
• Why do the sources seem to disagree about..?
• How can we explain why this person/event is described so differently?
How can we work out which source might be more reliable?
• What can we say for sure? And what can we say might be true?
• How do/can we possibly know who to believe?
• What questions do you we need to ask before we can complete our investigation?

Inclusion in History

At Charlton CE Primary School, we strongly believe in inclusive education to ensure all pupils engage to the best of their ability.

In History this will look like:

adapted from: CSIE Legislation and Guidance for Inclusive Education and Ofsted– Research and Review Series: Art and Design

How this subject can support a pupil with a specific SEND – with reference to the Kent Mainstream Core Standards

Blue text is generic. Green text is specific to History learning that takes place within lessons.

Social Emotional and Mental Health (ADHD, ADD, Self-image, confidence, anxiety, motivational factors, engagement with learning, classroom / playground behaviour)

Subject specific Support for this aspect of SEND

Opportunities for success / raised self-esteem through creativity

Strategies to overcome potential barriers arising from this subject

Help / exit cards / movement breaks

Positive relationships / support co-regulation

Evidenced ad specific praise

Peer grouping / support

Plan opportunities for success and celebrate those successes

Focus on reducing anxiety and thereby behaviours

Flexible and creative use of rewards and consequences. e.g. 'catch them being good'

Offer a 'safe' and familiar task when emotions are heightened. E.g. Vocabulary games.

Support verbal input with visuals (demonstration, images, artefacts, key words).

Physical and Sensory (motor skills, coordination, hearing or visual difficulties, daily living skills and self-help)

Subject specific Support for this aspect of SEND

Minimal language load involved in achieving a successful outcome

Visual representation of intended outcome

Multi-sensory learning opportunities

Strategies to overcome potential barriers arising from this subject

Increased ventilation to support hypersensitivity to smells from any food sampling/making.

Ear defenders to support hyper sensitivity to noise during enrichment activities.

Sensory breaks.

Ensure that learners have easy access to the equipment they require.

Allow for differing stamina levels / tiredness.

Staff use a range of tactile materials and objects in addition to Braille,

Staff have an awareness of background noise levels and reduce this wherever possible (HI)

Additional adults and risk assessments for history trips to support physical and sensory needs. Contact with providers to ensure that need can be met on the trips.

Teacher responsibilities as laid out in the SEND Code of Practice:

“6.12 All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.”

How this subject can support a pupil with a specific SEND – with reference to the Kent Mainstream Core Standards	
Communication and Interaction (ASD, Articulation, fluency, willingness to communicate, vocabulary, understanding and language structure. Additional languages spoken, social skills and interaction)	
<p>Subject specific Support for this aspect of SEND</p> <p>Minimal language load involved in achieving a successful outcome</p> <p>Visual representation of intended outcome</p> <p>A multisensory approach</p>	<p>Strategies to overcome potential barriers arising from this subject</p> <p>“Now (you are doing this) and Next (you are going to be doing that)” boards and sequence strips</p> <p>Communication support software such as Communicate in Print or Widgit</p> <p>Use the learner’s name to gain their attention before giving instructions</p> <p>Keep instructions simple</p> <p>Awareness of own tone of voice (calm and not too loud)</p> <p>Pre-teach topic vocabulary</p> <p>Encourage ‘thinking time’.</p>
Cognition & Learning (Dyslexia, approaches and attitudes to learning, reasoning, organisational skills, problem solving skills and independent learning)	
<p>Subject specific Support for this aspect of SEND</p> <p>Minimal requirement for Reading / Writing</p> <p>Reduced memory load</p>	<p>Strategies to overcome potential barriers arising from this subject</p> <p>Brain Breaks</p> <p>Provide alternative methods of recording e.g. Laptop and or speech to text software ,Clicker software</p> <p>Language through Colour</p> <p>Visuals to support instructions and concepts (e.g. real objects, photos, pictures, symbols, sign and gesture)</p> <p>Task management boards</p> <p>Visual support/reminders – multisensory approach.</p> <p>Check suitability of chair / desk, posture and paper placement.</p> <p>Provide with left / right –handed pens and pencils / scissors as appropriate</p> <p>Chunk instructions</p>

History Knowledge - Black

Historical skills - Blue

EYFS

	Reception	Reception ELG
Understanding the World	<p>Comment on images of familiar situations in the past</p> <p>Compare and contrast characters from stories, including figures from the past</p>	<p>Talk about the lives of the people around them and their roles in society;</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>
Communication and Language	<p>Learn new vocabulary</p> <p>Use new vocabulary throughout the day</p> <p>Use new vocabulary in different contexts</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</p> <p>Make comments about what they have heard and ask questions to clarify their understanding;</p>	

Key Stage One

	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
Year 1 Expected	<ul style="list-style-type: none"> -Put up to three objects in chronological order (recent history) -Use words and phrases like: old, new and a long time ago -Recognise that a story that is read to them may have happened a long time ago -Know that some objects belonged to the past -Retell a familiar story set in the past -Explain how they have changed since they were born -Explain things that happened when they were little -Use common words and phrases relating to the passing of time. -Put up to five objects/events in chronological order (recent history) -Use words and phrases like: very old, when mummy and daddy were little -Use the words before and after correctly 	<ul style="list-style-type: none"> -Know that we celebrate certain events, such as bonfire night, because of what happened many years ago -Identify the main differences between old and new objects -Identify objects from the past, such as vinyl records -Give a plausible explanation about what an object was used for in the past -Ask and answer simple questions about what they have heard -Recognise the difference between past and present -Make simple historical comparisons -Use parts of stories to show that they understand historical events. -Talk about an important historical event that happened in the past 	<ul style="list-style-type: none"> -Ask and answer questions about old and new objects -Identify old and new things in a picture -Answer questions using an artefact/ photograph provided -Explain the difference between fiction and non-fiction. -Access simple books, photos, internet, artefacts and other sources that are given to them. -Show some understanding of ways we can find out about the past (e.g. museum, books, artefacts, archaeology) -Find out more about a famous person from the past and carry out some research on him or her
Year 1 Knowledge	<ul style="list-style-type: none"> -The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. -Events beyond living memory that are significant nationally or globally [for example the first aeroplane flight or events commemorated through festivals or anniversaries] -Changes within living memory. Where appropriate these should be used to reveal aspects of change in national life. -Significant historical events, people and places in their own locality. -The lives of significant individuals: Queen Victoria 		

Key Stage One

	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
Year 2 Expected	<ul style="list-style-type: none"> -Use words and phrases like: before I was born, when I was younger -Use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now' -Use the words 'past' and 'present' accurately -Use a range of appropriate words and phrases to describe the past -Sequence a set of events in chronological order and give reasons for their order -Sequence a set of objects in chronological order and give reasons for their order -Sequence events about their own life -Sequence events about the life of a famous person -Date events to the nearest century or era and occasionally to the year. 	<ul style="list-style-type: none"> -Know that we have a queen who rules us and that Britain has had a king or queen for many years -Give examples of things that are different in their life from that of a long time ago in a specific period of history such as the Victorian times -Recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later -Appreciate that some famous people have helped our lives be better today -Recount some interesting facts from a historical event, such as where the 'Fire of London' started -Explain why Britain has a special history by naming some famous events and some famous people -Explain how their local area was different in the past -Give examples of things that are different in their life from that of their grandparents when they were young -Choose and use parts of stories to show that they understand key features of events. -Explain why someone in the past acted in the way they did -Explain why their locality (as wide as it needs to be) is associated with a special historical event 	<ul style="list-style-type: none"> -Find out something about the past by talking to an older person -Answer questions by using a specific source, such as an information book -Research the life of a famous Briton from the past using different resources to help them -Research about a famous event that happens in Britain and why it has been happening for some time -Research the life of someone who used to live in their area using the Internet and other sources to find out about them -Start to select and use a range of books, websites, photos, recordings, artefacts and other sources to learn about the past. -Identify ways in which the past is represented, e.g fiction, illustration, museum, film, song, display. -Show curiosity by voluntarily asking questions about what they have heard or read. -Explain at least two ways they can find out about the past, for example using books and the internet -Answer questions using a range of artefacts/ photographs provided
Year 2 Knowledge	<p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London or events commemorated through festivals or anniversaries]</p> <p>Changes within living memory. Where appropriate these should be used to reveal aspects of change in national life.</p> <p>Significant historical events, people and places in their own locality.</p> <p>Lives of significant individuals: Tim Berners-Lee, Mary Seacole, Florence Nightingale</p>		

Key Stage Two

	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
Year 3 Expected	<p>--Describe events and periods using the words: BC, AD and decade</p> <p>-Describe events from the past using dates when things happened</p> <p>-Describe events and periods using the words: ancient and century</p> <p>-Use a timeline within a specific time in history to set out the order things may have happened</p> <p>-Use their mathematical knowledge to work out how long ago events would have happened</p> <p>-Date events to the year.</p> <p>-Start using specialist vocabulary in historical discussion.</p> <p>-Set out on a timeline, within a given period, what special events took place</p>	<p>-Understand that the early Brits would not have communicated as we do or have eaten as we do</p> <p>-Begin to picture what life would have been like for the early settlers</p> <p>-Suggest why certain events happened as they did in history</p> <p>-Suggest why certain people acted as they did in history</p> <p>-Make connections over time.</p> <p>-Start to identify themes within and between topics.</p> <p>-Start to comment on historical changes, including suggestions about cause and effect.</p>	<p>-Recognise the part that archaeologists have had in helping us understand more about what happened in the past</p> <p>-Use various sources of evidence to answer questions</p> <p>-Use various sources to piece together information about a period in history</p> <p>-Research a specific event from the past</p> <p>-Use their 'information finding' skills in writing to help them write about historical information</p> <p>-Through research, identify similarities and differences between given periods in history</p> <p>-Explain the difference between primary and secondary sources.</p> <p>-Start to show awareness that there are sometimes different versions of what happened.</p> <p>-Explain how the past can often be interpreted to inform opinions.</p> <p>-Start to frame questions and answers in historically valid ways (e.g about change, about differences).</p>
Year 3 Knowledge	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>This could include:</p> <p>late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae</p> <p>Bronze Age religion, technology and travel, e.g. Stonehenge</p> <p>Iron Age hill forts: tribal kingdoms, farming, art and culture</p> <p>The Roman Empire and its impact on Britain.</p> <p>This could include:</p> <ul style="list-style-type: none"> Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, e.g. Boudica Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity 		

Key Stage Two

	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
Year 4 Expected	<ul style="list-style-type: none"> -Plot recent history on a timeline using centuries -Place periods of history on a timeline showing periods of time -Use their mathematical skills to round up time differences into centuries and decades -Use the year confidently to date events (sometimes including the month and day). -Use specialist vocabulary and historical terms, often appropriately -Begin to build up a picture of what main events happened in Britain/ the world during different centuries 	<ul style="list-style-type: none"> -Explain how events from the past have helped shape our lives -Appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences -Know that people who lived in the past cooked and travelled differently and used different weapons from ours -Recognise that the lives of wealthy people were very different from those of poor people -Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past -Note connections, contrasts and trends over time. -Note connections and trends across time but also between places and cultures. -Comment on continuity and change, cause and effect. -Identify themes within and between topics. -Recognise that people's way of life in the past was dictated by the work they did -Understand that wars start for specific reasons and can last for a very long time 	<ul style="list-style-type: none"> --Research two versions of an event and say how they differ -Research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings -Give more than one reason to support an historical argument -Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out -Select and use sources to construct their own opinions about the past. -Start to explain the usefulness and reliability of different sources (e.g by explaining their choices in selecting sources). -Recognise that historical 'facts' can vary depending on the source and begin to suggest reasons for this. -Start to critique other people's opinions about the past. -Ask and answer historically valid questions (e,g about contrast, cause and effect, reliability).
Year 4 Knowledge	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of The Ancient Egyptians		

Key Stage Two

	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
Year 6 Expected	<ul style="list-style-type: none"> -Say where a period of history fits on a timeline -Place a specific event on a timeline by decade -Place features of historical events and people from past societies and periods in a chronological framework -Establish clear narratives within and across periods, and at local, national and world level. -Start to use their secure sense of chronology to inform their wider learning. -Start to use different levels of precision in dating events, and explain why that may be appropriate. -Start to apply historical vocabulary in more sophisticated ways 	<ul style="list-style-type: none"> -Summarise the main events from a specific period in history, explaining the order in which key events happened -Summarise how Britain has had a major influence on world history -Appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today -Describe features of historical events and people from past societies and periods they have studied -Recognise and describe differences and similarities/ changes and continuity between different periods of history -Compare and contrast places, people and cultures. -Analyse and share with others their comparisons and findings and from them justify their ideas with evidence. -Suggest relationships between causes in history 	<ul style="list-style-type: none"> -Look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint -Identify and explain their understanding of propaganda -Describe a key event from Britain's past using a range of evidence from different sources -Suggest why there may be different interpretations of events -Suggest why certain events, people and changes might be seen as more significant than others -Pose and answer their own historical questions -Start to understand the idea of 'tertiary sources'.E.g. Dictionaries, encyclopaedias, manuals, guidebooks, directories, almanacs -Select, organise and use relevant information from a range of sources to inform responses, justify their opinions, and politely point out the limitations of others' arguments. -Use historical perspective, an understanding of reliability / bias, and the concept of historical rigour, to discern and evaluate arguments and interpretations of the past.
Year 6 Knowledge	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>a significant turning point in British history, e.g. WWI or the Battle of Britain. This includes a local history study</p> <p>A study over time tracing how several aspects of national history are reflected in the locality</p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared</p> <p>In depth studies:</p> <ul style="list-style-type: none"> - a study of Greek life and achievements and their influence on the Western world A non-European society that provides contrasts with British history - Mayan civilization AD 900 		

History Term 1 **Anglo-Saxons and Vikings**

What I should already know:

- The Roman Army has just left Britain.

What I should know by the end of this topic:

Anglo-Saxons

- 400CE Roman army left England and Wales.
- Tribes began to raid southern Britain from Germany, Denmark and the Netherlands.

- Anglo-Saxons were ruled by warlords who split the country into seven different kingdoms.

- Anglo-Saxons were Pagans but converted to Christians.

Key people



King Offa

Saint Bede



King Alfred

Sutton Hoo Helmet

Vikings

- Britain was split into 7 kingdoms in AD 660: Northumbria, Mercia, East Angles, Essex, Wessex, Sussex and Kent.

- The Vikings were invaders and settlers who came from the Scandinavian countries: Denmark, Sweden & Norway and travelled by longboats.

- The word "Viking" meant "pirate raid" in the Old Norse language.

Key people



King Athelstan

Edward the Confessor

King Canute

William the Conqueror

Key skills I will develop are:

- Chronology: I will be able to locate the key events on a timeline.
- Use historical terms and topic vocabulary when answering questions.

Vocabulary



This is an example of a Knowledge organiser we use as part of our History curriculum. This is a Year 1 example. Year groups 1-6 will have these at the beginning of their learning each term.



Design and Assessment of Foundation Subjects

FOUNDATION CURRICULUM DESIGN

National Curriculum:

- Every foundation subject comprehensively covers the whole national curriculum

Beyond the National Curriculum:

- Bespoke additions to each subject to reflect the needs of our community
- Enrichment opportunities planned for each subject

SEE ENRICHED CURRICULUM DOCUMENT

FOUNDATION SUBJECT ASSESSMENT

All elements of foundation subject assessment are interlinked to ensure a comprehensive approach across the whole

High Quality Formative Assessment:

- Teachers are highly skilled in identifying learning and misconceptions within lessons and use adaptive teaching in the moment to support progress and knowledge acquisition in the moment.

Knowledge Organisers: start of every unit in all subjects

- What I should already know
- Contain key knowledge

Exit Tickets:

- At the end of each lesson—children reflect on their learning in that lesson. This assists teacher assessment and enables children to reflect on learning rather than the activity.



Low Stake Quizzes:

- At the end of each unit, pupils undertake low stakes quizzes (with the exception of Art—evidence in sketch books) to ensure the retention of knowledge in knowledge organisers.
- Feed into teacher assessment and handover documentation to next class teacher.

Flashback 4 and Turnback 2:

- FB4 = quick recall of key facts and vocab (could be unit or previous year group learning)
- TB2 = more in depth recall (e.g. causes of industrial revolution)
- As a result of teacher assessment, teachers feed gaps in knowledge acquisition into their TB2 and FB4 to ensure that pupils are knowing and

Formal Summative recording of assessment data

- 3x per year on Bromcom