



Subject: History

Intent

A love of learning and the success of every child at the heart of all we do
The aim of our Curriculum is for all our pupils to leave The Topsham School as citizens of the future, with the skills needed to succeed in every part of their lives.
<p>We recognise the important role that History plays in preparing our children with skills that they can use for life: understanding how to be a good and responsible citizen, understanding change and societal development and providing a context in which to understand themselves and others. This is extremely important for children at The Topsham School in allowing them access to a much wider world.</p> <p>We have carefully designed our History curriculum to enable pupils to:</p> <ul style="list-style-type: none"> • gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past; • acquire the skills needed to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement; • develop a deep understanding of the rich history of our locality: an understanding rooted in the people and places that matter to the children. This supports the development of their own identity, and prepares them to broaden their horizons as they move forward into secondary education.

Implementation:

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The aim of our Curriculum is for all our pupils to leave The Topsham School as citizens of the future, with the skills needed to succeed in every part of their lives.
High Quality Planning
<p>Substantive Knowledge and Experiences in History</p> <p>History is taught in blocks throughout the year, to support children achieve a range and depth in their learning. The key knowledge and skills that children acquire and develop throughout each block have been mapped to ensure progression between year groups throughout the school. At the beginning of each new History topic, teachers refer to prior experiences and learning (e.g. on class timelines) to develop children's understanding of chronology. By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day Each topic is introduced with reference to the chronology of previous topics (including those from previous years). Teachers will use an enquiry based approach to draw comparisons and make connections between different time periods and their own lives. The local area will be fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom</p>
<p>Disciplinary knowledge and Critical thinking skills in History</p> <p>Children will be taught to 'think like an Historian' using an enquiry based approach. Enquiry is at the centre of our History curriculum because it gives the children the necessary tools to interpret and understand historical evidence. Using their knowledge and skills children will be given opportunities to apply, analyse and evaluate their knowledge to deepen this understanding.</p>

Our planning builds on previous knowledge and concepts using our progression of knowledge and skills documents, creating a sequenced and spiral curriculum. By following the process of revisit, consolidate and extend, key historical concepts such as: evidence and similarity & difference are embedded as the children move up through the school. Key vocabulary is identified for each topic unit, whilst overarching vocabulary such as: empire, monarchy, invasion and vocabulary linked to chronology is revisited where appropriate. This allows the children to build their contextual understanding of key concepts such as evidence.

Metacognition: Developing and supporting Positive Attitudes to Learning in History

Curiosity, Making Links and Empathy are at the heart of historical enquiry. Using these Learning Powers, pupils will begin to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. Our curriculum intent is for all our pupils to leave The Topsham School as citizens of the future, with the knowledge, skills and learning powers needed to confidently manage transitions and succeed in every aspect of their lives.

Through this we provide a consistent approach to planning for our curriculum which builds on prior learning, supports children see connections, challenges and facilitates higher level thinking skills and supports children understand how they learn and what they need to do themselves to achieve and succeed.

High Quality Teaching and Learning in EVERY subject

Assessment for Learning	Appropriate Pitch: age and stage appropriate for all children	Appropriate Match including high expectations and challenge for all	Subject Knowledge including modelling and teaching subject specific vocabulary and promoting READING	Promotes and develops Metacognition
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A successful History lesson will include:

- The explicit teaching of subject specific vocabulary taken from the progression document which children are expected to use accurately when speaking and when writing about their history learning. Revisiting and building on vocabulary such as empire or settlement is a key part of embedding children's conceptual understanding.
- The use of a broad range of historical sources and artefacts e.g the use of maps and photographs of bomb damage to the local area in WWII, to support contextualised learning, as well as the acquisition of key knowledge and systematic development of key skills.
- Content that promotes chronological awareness through use of resources such as timelines, anchoring children's current learning to its place on local, national and international timelines, and allowing for links to be made to prior learning, for example, understanding the Roman invasion and settlement at Isca came after Iron Age settlements studied in a prior Stone Age topic.
- Recording of learning will be evidence in Topic books and on the working wall. Evidence gathered may include some of the following: written, photographic, video and audio, drawings, diagrams, comic strips. A variety of written forms will be applied for example: diary writing for the Fire of London, an explanation of a Roman weapon.

Through this we create a supportive learning ethos for both teachers and children and enable all stakeholders to have a clear and consistent understanding of how we teach and support children achieve and succeed our curriculum intent.

T	O	P	S	H	A	M
Trust and Respect	Opportunities for all	Partnerships	Success	Health and Happiness	Aspiration and Attitudes to learning	Motivated

SMSC underpins our school values. These values have been devised and defined by the whole school community and underpin the behaviour choices we make and how we choose to work together in EVERY area of learning in our school.

Through this, we create a safe, secure learning environment where all stake holders have shared and consistent understanding of our Values and positive behaviours expected within our school that support everyone learn, succeed and achieve.

High Quality, Enabling Environment

Working wall showing progression of sequence	Tiered Vocabulary used as part of display	Learning Powers clearly linked to learning sequence of Working Wall	Children independently access high quality resources
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Through this we provide an exciting, inclusive learning environment that promotes and makes learning visible to both teachers and children, enables independence and celebrates the learning process

Impact:

Monitoring and Supporting High Quality Planning and Timetabling

History is planned in phase teams by teachers using the Progression of Knowledge and Skills to make the learning relevant to the needs of the children. Timetabling will show balanced coverage of all subjects and will show an appropriate range of History themes and concepts being taught across a year group/phase group and across the school.

Through this we aim for planning to be consistent across the school, at the appropriate pitch for each stage and phase and offers equal opportunities for ALL children to make progress through the year.

Monitoring and supporting High Quality Teaching and Learning

Monitoring will take place through planning and book looks alongside pupil voice and dialogues with teachers. Progress in History will be seen both with a sequence of learning and sequences across the year. Teachers will plan two elements of assessment based on knowledge and understanding. Teachers will plan sequences that build on prior learning of the children from their current year and from previous years, using Curriculum Overviews to ensure consistent progression and the revisiting of prior knowledge and skills.

Through this we aim to ensure teachers have the skills, subject knowledge and confidence to teach all areas of the curriculum and so ensure the progress and success of ALL children in every area of their learning

Monitoring and Measuring Progress through assessment and published data

In History we track the coverage, progress and achievement of each class, and plan each sequence of learning to ensure that knowledge and skills in History is built on consistently throughout the year and then year on year. Tracking is informed by formative assessment and some form of summative assessment in each unit of learning and gaps identified to inform future planning.

Through this, we understand the needs of ALL of our children and use this information to identify next steps and match learning need to ensure children make progress

School Improvement Priorities

All subject leaders create an action plan at the start of the year that is linked to the School Improvement plan and is reviewed and updated throughout the year. It is a working

document and designed to reflect the needs of the children. Reading and the teaching of vocabulary are threaded through all subjects planning and teaching

Through this we aim to ensure we are working on the right aspects of development to promote and secure the best progress and attainment outcomes for ALL our children.



Progression of knowledge and skills: History

By the end of EYFS children will have:

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Early Years	Developed the following skills:	Have gained the following knowledge:
	Language: Use vocabulary 'old' 'new' when sharing a familiar story e.g. Dogger. Recognise ways in which a familiar object (e.g. toy) looks old or new	Children talk about past and present events in their own lives and in the lives of family members
Experienced the following:		

By the end of year 1 children will have:

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Year 1	Developed the following skills:	Have gained the following knowledge:
	Chronological Understanding Put 3 objects in chronological order (recent history) Talk about things that happened when they were little and how they have changed. Retell a familiar story set in the past Historical Enquiry Ask and answer questions about old/new objects (using artefact or photograph) Give plausible explanation about what an object was used for.	Objects from the past are sometimes different to now. Identify the main differences between old and new objects. Understand that we have a queen who rules us and that Britain had had a king or queen for many years Appreciate that some famous people have helped our lives be better today Recognise that we celebrate certain events e.g. Bonfire Night because of events in the past.

By the end of year 2 children will have:

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	Developed the following skills	Have gained the following knowledge:

Year 2	<p>Chronological Understanding Use phrases/words: before, after, past, present, then, now, before I was born. Use past / present correctly Sequence a set of events in chronological order and give reasons for their order.</p> <p>Historical Enquiry Talk to an older person to find out something about the past. Use a specific source e.g. book, to answer a question. Use different resources to research e.g. about a famous event or person Research the life of someone who used to live in their area using internet and other sources.</p>	<p>Recount the life of someone famous from Britain, giving attention to earlier/later events. Explain how their local area was different in the past Recount interesting facts about a historical event e.g. where the Fire of London started Explain the meaning of 'Parliament' Compare their life and their grandparents and give examples of things that are different. Name famous events and famous people that make British history special.</p>
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By the end of **KS1**, pupils will have experienced the following:

- Studied an event beyond living memory that is significant nationally or globally e.g. Great Fire of London, festivals, anniversaries.
- Studied the lives of significant individuals who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.
- Explored changes within living memory, including aspects of change in national life.
- Studied a significant historical event, person or place in our locality.

By the end of year 3 children will have:

Year 3	Developed the following skills:	Have gained the following knowledge:
	<p>Chronological Understanding Describe events using: BC, AD, decade, ancient, century Use dates to describe events</p>	<p>Appreciate that early Brits would not have communicated or eaten as we do. Recognise that Britain has been invaded by several different groups over time</p>

	<p>Use a timeline within a specific time to order events Use mathematical knowledge to work out how long ago events happened</p> <p>Historical Enquiry</p> <p>Recognise the role of archaeologists in helping us understand the past.</p> <p>Research an event using a variety of sources. Through research identify similarities and differences between given periods of history</p>	<p>Understand that invaders used hand to hand combat Begin to picture what life would be like for early settlers. Suggest why certain events happened and certain people acted as they did</p>
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By the end of year 4 pupils will have:

Year 4	Developed the following skills:	Have gained the following knowledge:
	<p>Chronological Understanding</p> <p>Plot recent history on a timeline using centuries. Place periods of history on a timeline showing periods of time.</p> <p>Use mathematical skills to round up differences into decades and centuries.</p> <p>Historical Enquiry</p> <p>Research two versions of an event and say how they differ.</p> <p>Research what it was like for a children in a given period and use photographs and illustrations to present their findings</p> <p>Give more than one reason to support an argument Offer a point of view based on their research, communicating knowledge orally and in writing.</p>	<p>Explain how events from the past shape our lives. Understand that wars have happened from a very long time ago and are associated with invasion, conquering or religious differences.</p> <p>Recognise differences in cooking, travel and weapons in the past to now.</p> <p>Recognise that lives of wealthy were very different to the poor.</p> <p>Appreciate how items found from the past help to build an accurate picture of how people lived.</p>

By the end of **Lower Key Stage 2**, pupils will have experienced the following

- Studied changes in Britain from the Stone Age to the Iron Age
- Studied the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor, including Britain's settlement by Anglo-Saxons and Scots.
- Studied the Roman Empire and its impact on Britain.
- Local history: Carried out an in-depth study of local history linked to any of the above periods.

By the end of year 5 children will have:

Year 5	Developed the following skills:	Have gained the following knowledge:
	<p>Chronological Understanding</p> <p>Uses dates and historical language in their work Draw a timeline with different time period outlined to show different information e.g. when famous people lived Use mathematical skills to work exact time scales and differences.</p> <p>Historical Understanding</p> <p>Test out a hypothesis in order to answer a question Appreciate how historical artefacts have helped us understand more about British lives in the past</p>	<p>Describe historical events from periods they have studied/are studying Make comparisons between periods – things that have changed/things that have stayed the same Appreciate the role of Parliament in making decisions. Understand how crime and punishment has changed over the years</p>

By the end of year 6 pupils will have...

Year 6	Developed the following skills:	Have gained the following knowledge:
	<p>Chronological Understanding</p> <p>Place a specific event on a timeline by decade. Place features of historical events and people from past societies in a chronological framework.</p> <p>Historical Understanding</p> <p>Look at two different versions and say how an author may be attempting to persuade or give a specific viewpoint. Identify and explain their understanding of propaganda Describe an event from Britain's past using a range of evidence from different sources.</p>	<p>Summarise the main events from a specific period in history, explaining the order in which events happened. Summarise ways in which Britain has had a major influence on world history Summarise what Britain may have learnt from other countries and civilisations in the past and recently. Describe features of historical events and people from past societies. Recognise and describe differences and similarities/changes and continuity between different periods of time.</p>

By the end of **Upper Key Stage 2**, pupils will have experienced the following

- Studied an aspect or theme in British History that extends pupils chronological knowledge beyond 1066
- Studied Ancient Greece: Greek life, achievements and their influence on the Western World
- Studied a non-European society that provides contrast with British History e.g. Mayans.

By the end of **UKS2**, pupils will have... Further developed their understanding in in following 'Big Ideas'

- **Characteristic features of societies** – what made them distinctive in their beliefs and lifestyles
 - Understanding characteristic ideas, beliefs, attitudes, diversity
 - Understanding similarity and difference
 - Understand significance
- **Change and continuity**
 - Understanding chronology
 - Understanding historical perspectives
- **Cause and consequence**
 - Identify and describe reasons for, and results of, events, situations and changes
- **Interpretations and sources**
 - Make connections, draw contrasts, analyse trends
 - Understand how evidence is used to make historical claims (includes evaluation)
 - Create own structured accounts, including written narratives and analyses
 - Discern how and why contrasting arguments and interpretations of the past have been constructed
- **Enquiry**
- **CHRONOLOGY** runs through ALL topics especially those requiring comparison over time
- **Empathy**
- **Perspective**
- **Significance**

Commented [1]: @hdaitz@topsham.devon.sch.uk can you take a look at these 'big ideas' or concepts please? What would you add? Would you add any other sub-category?

I have put this as Year 5 and 6 but not for any reason at the moment. I just started there. The idea is that these concepts run through the whole of the history curriculum, so they would need to be the same for year 3 and 4, 1 and 2?? Maybe the over-arching concept is the same but we word some of the subcategories differently?

And then I am thinking as the headings:

Y1 and 2: begin to understand, use and discuss some of the 'big ideas' in history...

Year 3 and 4: consolidate their understanding...

Year 5 and 6 ...further develop their understanding...

What are your thoughts? These are my first thoughts so feel free to do whatever!