



**THE ST. MARY'S
PARTNERSHIP**

History Curriculum



The Quality of Education Subject Pathway





HISTORY CURRICULUM

Intent

Within the partnership, the History curriculum has been designed to present pupils with knowledge and understanding of:

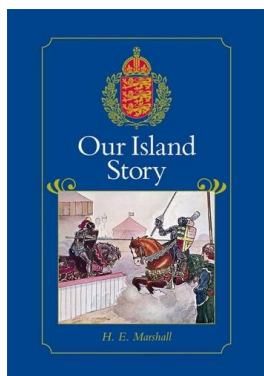
- **British history;**
- **Ancient Civilisation Study;**
- **Significant People;**
- **European and Non-European Study.**

Through chronological delivery and incremental knowledge-centred planning, pupils navigate the 'history pathway' to organise and build their understanding of the past.

The planning, amended from Lion Pathways, maps all objectives from the National Curriculum to ensure that progression is clear from EYFS to Year 6. Planning identifies how historical enquiry skills begin in the early years - through topics: 'all about me' and family study - and continue through to Year 6 and Britain's standing as a former empire.

Through lesson delivery, pupils are immersed in learning about the past through the lens of world history and history within the British Isles. This enables pupils to make comparisons, to understand significant events and to know more about the past.

A coherent narrative



Teachers present pupils with a narrative of British history and of significant events from the earliest times to the present day.

H.E Marshall's 'Our Island Story' underpins the agreed narrative used throughout the planning. It covers the history of England from the Roman occupation to the death of Queen Victoria in a way that is accessible to young readers.

Professional development for teachers, in history, focuses on telling the narrative in a compelling way to support pupils in understanding concepts such as: cause and consequence, similarity and difference.

Planning

We know that presenting pupils with facts in a way that is disconnected and disordered leads to cognitive dysfluency. Pupils find it difficult to connect schema over time and this leads to knowledge deficits which can hinder progress at the end of key stages.

The curriculum for History is designed to introduce early British history in Key Stage 1. Lessons are ambitious but necessary to help children develop a coherent chronology of the past from an early start. Planning is very visual and cross-curricular links deepen pupils' knowledge and understanding - for example: learning about Mesopotamian artwork whilst studying the ancient civilisation in history.

The progression overview demonstrates our commitment to delivering a curriculum in history that exceeds the minimum expectations of the national curriculum.

Progression overview of component units:

Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
British history	Ice Age Stone Age Iron Age Celts	Romans in Britain Anglo Saxons Vikings	Plantagenets Black Death/War of the Roses Tudor Britain Elizabethan Britain	The Stuarts English Civil War Plague Great Fire of London Glorious Revolution	18 th Century Britain How Britain gained an Empire	Industrial Revolution 19 th Century Britain Victorians Britain's Empire
Ancient Civilisation Study		Mesopotamia Ancient Egypt	Ancient Greece China	Ancient Rome		South America
Significant People	Famous Explorers					
European and Non-European Study					American Revolution French Revolution Abolition of Slavery	US Civil War

Exceeding the minimum expectations of the National Curriculum for History

We know that **depth of subject study** and the **interconnectedness of learning**, over time, provides a secure base for foundational knowledge. This helps to ensure our children move between phases of their education ready to succeed.

In addition to the prescribed aspects of the national curriculum, **we choose to teach 80% of the non-statutory elements** within our history study. This enables teachers to focus on depth of study – rather than superficial delivery within the time constraints of a half-term. For example: the Romans spans 12 weeks of learning with a greater focus on the non-statutory study of Roman's withdrawal from Britain, or in Y6 where the focus on mechanisation and industry during the Industrial Revolution marks 'significant turning points in British history'.

Key stage 2

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.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age

Examples (non-statutory)

This could include:

- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture

- the Roman Empire and its impact on Britain

Examples (non-statutory)

This could include:

- 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, for example, Boudica
- 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

History – key stages 1 and 2

- Britain's settlement by Anglo-Saxons and Scots

Examples (non-statutory)

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversion – Canterbury, Iona and Lindisfarne

- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Examples (non-statutory)

This could include:

- Viking raids and invasion
- resistance by Alfred the Great and Athelstan, first king of England
- further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066

- a local history study

Examples (non-statutory)

- a depth study linked to one of the British areas of study listed above
- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Examples (non-statutory)

- the changing power of monarchs using case studies such as John, Anne and Victoria
- 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
- Anglo-Saxons to the present or leisure and entertainment in the 20th Century
- the legacy of Greek or Roman culture (art, architecture or literature) on later periods of British history, including the present day
- a significant turning point in British history, for example, the first railways or the Battle of Britain

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.

Developing progression of secure history skills

The skills of being a historian, prescribed through the National Curriculum, are mapped fully for all component units:

Key Knowledge and Skills Planner (KS1)

Unit	Year and term	HS1	HS2	HS3	HS4	HS5
Ice Age	Year 1 (Au1)		***			***
Stone Age (Skara Brae)	Year 1 (Au2)		***		***	
Iron Age Celts	Year 1 (Sp1)		***			
Significant People - Explorers	Year 1 (Sp2)			*****		
Famous Kings and Queens	Year 1 (Su1)		***	***		
Significant People Who Have Contributed to History	Year 1 (Su2)	***				***
Mesopotamia	Year 2 (Au1)		****		**	
Egypt	Year 2 (Au2)		****	**		
Romans in Britain	Year 2 (Sp1)		***		***	
Anglo-Saxons	Year 2 (Sp2)		****	**		
Vikings	Year 2 (Su1)		****		**	
The Normans	Year 2 (Su2)		****	**		

HS1
Describe changes within living memory.

HS2
Discuss events beyond living memory that are significant nationally or globally.

HS3
Find out about the lives of significant individuals in the past who contributed to national and international achievements.

HS4
Compare aspects of life in different periods.

HS5
Understand significant historical events, people and places in their own locality.

Key Knowledge and Skills Planner (Year 3 / 4)

Unit	Year and term	HS1	HS2	HS3	HS4	HS5	HS6	HS7
Ancient Greece	Year 3 (Au1)		**		*	*	**	
China	Year 3 (Au2)			**	***			
Plantagenets (Angevins)	Year 3 (Sp1)				**	***	*	
The Black Death and the Wars of the Roses	Year 3 (Sp2)				**	**	**	
Tudors - England	Year 3 (Su1)	****	**					
Elizabethan England	Year 3 (Su2)	**			**		**	
Ancient Rome	Year 4 (Au1)	*	***			*		*
Ancient Rome	Year 4 (Au2)	*	**	**			*	
The Stuarts	Year 4 (Sp1)	*	**	*	*			*
The English Civil War	Year 4 (Sp2)	*	*	*	*		**	
The Plague and the Great Fire of London	Year 4 (Su1)	*	**			*	*	*
Glorious Revolution	Year 4 (Su2)	*	**	*			**	

HS1
Develop chronologically secure knowledge of History.

HS2
Establish narratives within periods studied and begin to develop these across periods studied.

HS3
Make connections between time periods and start to note contrasts and trends over time.

HS4
Develop an awareness of historical terms and use some.

HS5
Seek to answer and ask historical questions.

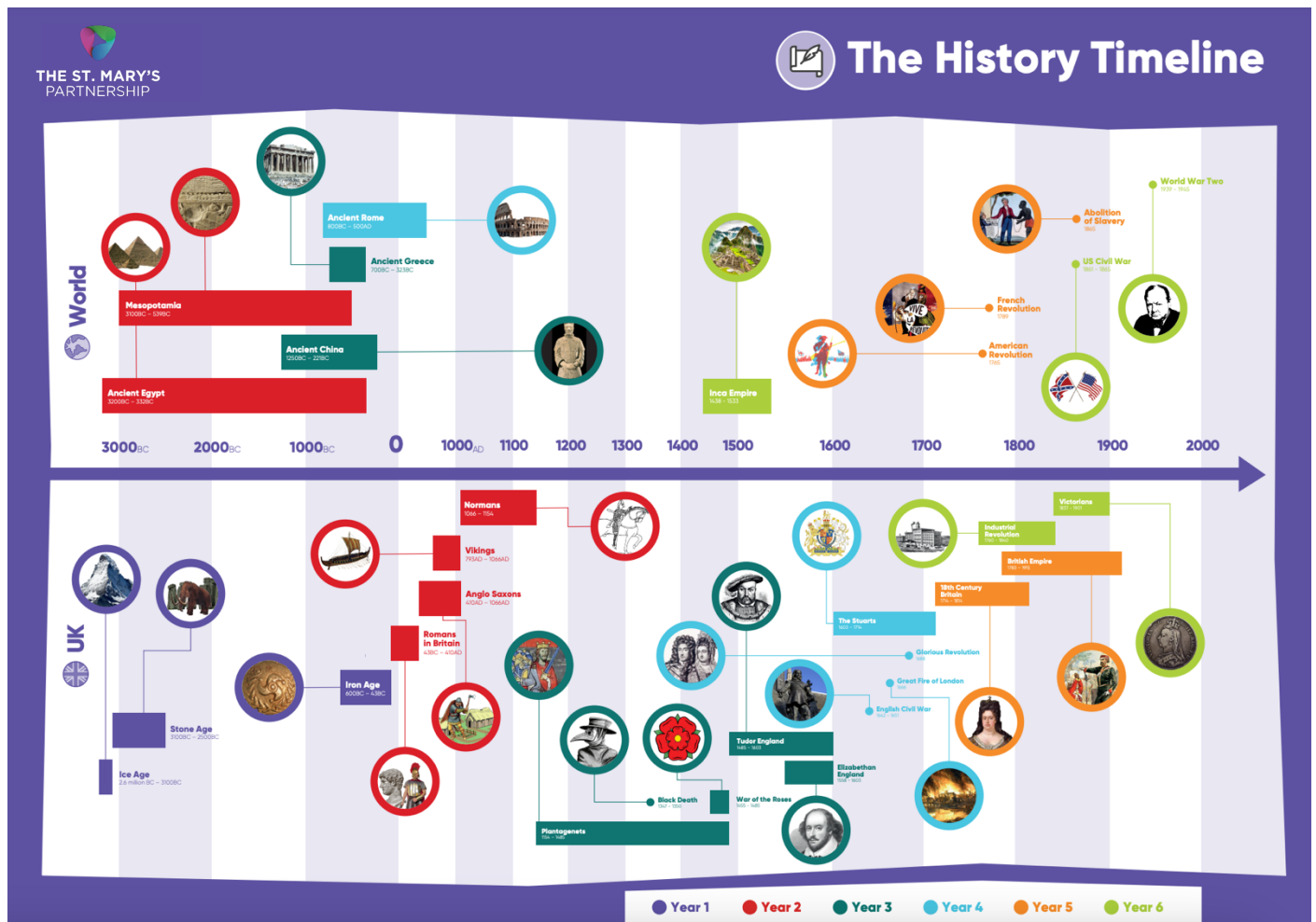
HS6
Understand how the past is constructed by using a range of sources.

HS7
Construct informed responses by selecting and organising relevant historical information.

Key Knowledge and Skills Planner (Year 5 / 6)

Unit	Year and term	HS1	HS2	HS3	HS4	HS5	HS6	HS7	
18th Century Britain	Year 5 (Au1)			**	*	**		*	HS1 Demonstrate chronologically secure knowledge of History.
How did Britain gain an Empire	Year 5 (Au2)			*	*	**		**	HS2 Establish clear narratives within and across periods studied.
Local area study	Year 5 (Sp1)			*	*	*	*	*	HS3 Note connections, contrasts and trends over time using relevant evidence from different time periods studied.
American Revolution	Year 5 (Sp2)	*	*		*		**		HS4 Demonstrate appropriate use of historical terms including dates and period specific vocabulary.
French Revolution	Year 5 (Su1)	*	****	*					HS5 Regularly address and sometimes devise historically valid questions.
Abolition of Slavery	Year 5 (Su2)	*	***	*				*	HS6 Understand how the past is constructed from a range of sources.
Industrial Revolution	Year 6 (Au1)	*	*		**		**		HS7 Construct informed responses by selecting and organising relevant historical information.
19th Century Britain Victorians	Year 6 (Au2)		**	*	*		**		
US Civil War	Year 6 (Sp1)			*	*		***	*	
South America (Incas)	Year 6 (Sp2)			**		*	*	**	
British Empire	Year 6 (Su1)	*	*	*	*		*		
World War Two	Year 6 (Su2)		**	*	*		**		

Secure timeline and chronology of British and world history



“We are not makers of history; we are made by history”

Dr Martin Luther King Jr

Experiential learning

Our schools collectively serve diverse pupil populations. Increasingly, many of our children arrive speaking English as an additional language, others are highly disadvantaged and some with learning needs. To ensure that pupils can progress in history, a heavy emphasis is placed on language and terminology study. Lessons begin with word banks and visual representations to support cognitive understanding. *All pupils can access these, irrespective of need.*

Component lessons, in a unit sequence, end with a composite task. These range from:

- **Creative tasks** - such as creating a model of a defence castle in 1066.
- **Immersive activities** - such as Roman dining experiences and Empire Day celebrations.
- **Drama based learning** - re-enacting scenes from the history studied.
- **Writing in role** - pupils using their historical knowledge to write credibly in role.



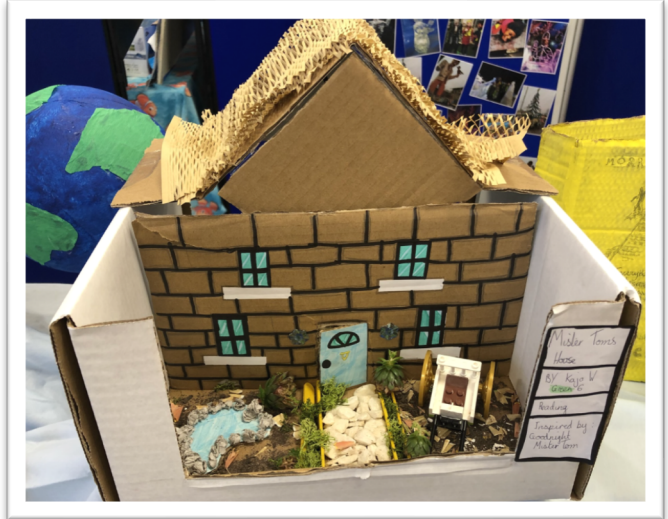
One of the hardest things about teaching history has always been the inability to experience the places and artefacts you talk about first hand. With ClassVR, that all changes. Now we can take pupils to visit Ancient Rome, Greece, China or Maya, all controlled from the ClassVR portal.

Pupils can experience ancient sites from all around the world. Step inside the tomb of Ramesses VI, decorated with intricate hieroglyphics. Look down on the Acropolis of Athens and see how the ruined buildings were laid out by the Ancient Greeks. See the monuments of Ancient Britain, including Stonehenge and other key sites from the Stone Age through to Iron Age.

Seeing historical locations through their own eyes gives pupils a genuine, first-hand memory of places that they would otherwise be very unlikely to see. For example, students learning about World War Two can stand at the gates of Birkenau concentration camp and could have a clearer idea of how the holocaust affected real people.

Virtual reality helps to contextualise learning in a way that listening and reading does not

Showcasing our knowledge and learning

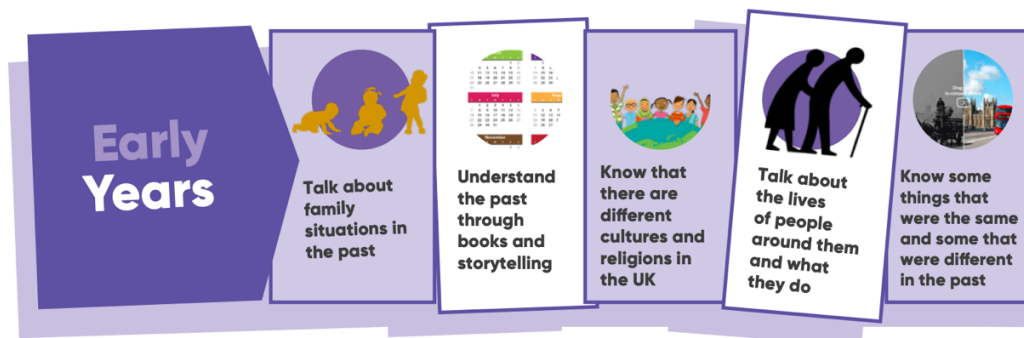


At the end of each term, pupils are set home learning to create a piece of work to exhibit at the Great Exhibition. Our school hall and classrooms are transformed into an exhibition venue where parents and carers are invited to see the product of learning.

The aim of the exhibition is to support parents and carers in their understanding of our ambitious curriculum. Further, it enables pupils of all abilities to showcase their newly acquired knowledge in a format that best suits their own learning style.

The exhibition provides pupils with a platform to talk about and articulate their learning in History. For families at our school, it provides a home learning activity spanning four to five weeks where pupils and parents can work together to produce an exhibit - bringing the classroom and home closer.

History begins in the Early Years and Foundation Stage

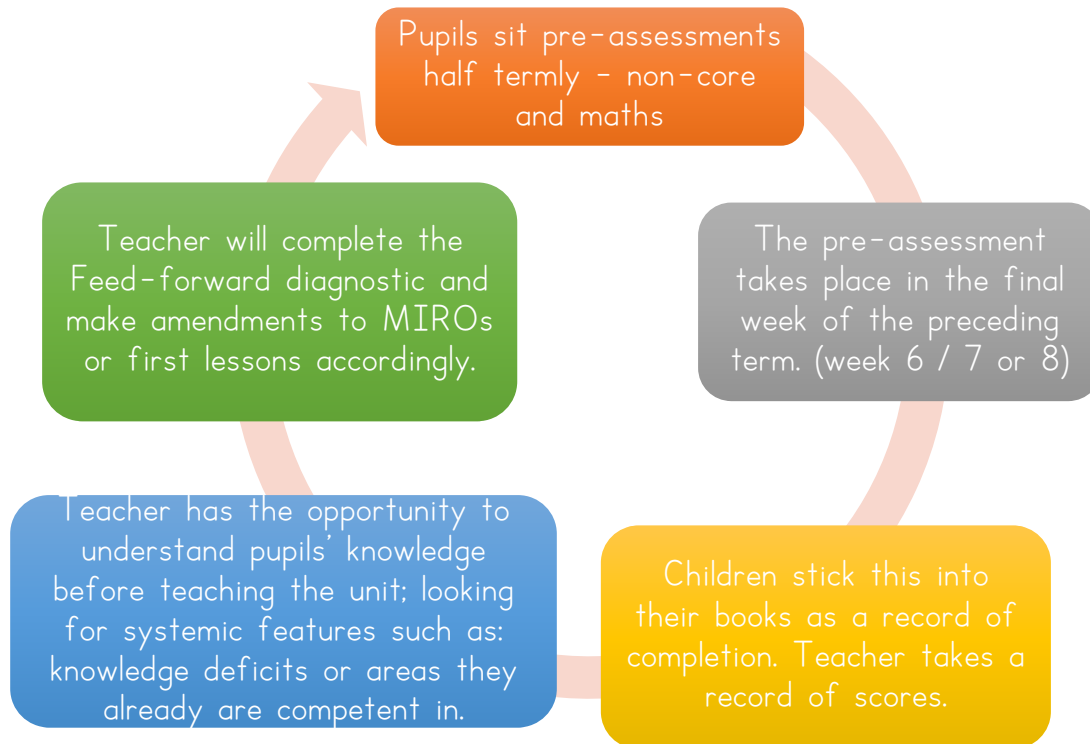


Our pathways are firmly rooted in the Early Years for all subject study. In history we prescribe incremental steps that prepare children for the next phase of study in KS1.

In EYFS we record activity which evidence pupils connecting their own history (from birth, or family life in 'where am I from?') to other aspects of then and now or 'the past'. Activities are recorded in floor books as well as on Tapestry.

Through the pathway for EYFS history, and the EYFS framework, Understanding the World is explored through: past and present, similarities and differences, cultural and religious events, places, time and family history. **These interconnected components of study form the foundation for the KS1 curriculum.**

Interweaving knowledge concepts to commit to long-term memory



The purpose of checking prior assessment:

- To understand the knowledgebase (over time) of children before they are taught a unit of work.
- To ensure that misconceptions can be addressed ahead of delivery - which supports pupils to build new knowledge on firm foundations.
- To enable you to consider what is the MOST important content to teach/impart in the unit and which sections may need a lighter touch.

Pre-assessment knowledge quizzes - teaching to need

A mixture of questions to elicit understanding of what has been remembered since the previous unit – in this case analysing if pupils have understood the changes to religion since the reign of Henry VIII earlier in the term.

What do I already know? Pre-assessment Knowledge Quiz
Year 4 History Summer 2
 (British history) The Glorious Revolution

Question 1: What does "absolute monarchy" mean?
 a) A monarchy where the king or queen shares power
 b) A monarchy where the king or queen has complete control
 c) A monarchy where the king or queen has no power

Question 2: True or False: In the 1600s Britain was a Catholic country?
 • True
 • False

Question 3: What do you think a revolution means?


Question 4: Matching Definitions

Revolution	A system where people vote for their leaders
Catholicism	The traditions and beliefs of the Catholic Church
Democracy	A forcible overthrow of the government

Question 5: James II was the final monarch of the Stuarts. Where did the Royal House of Stuarts originate?
 a) Wales
 b) England
 c) Scotland

Question 6: What does it mean to be a "tyrant"?

Question 7: How did the Stuarts come to reign in England?
 a) They came from France to rule
 b) They came after the death of Elizabeth I
 c) They came from Ireland

Question 8: Primary Source - the Coronation regalia of Great Britain
 Can anybody become a king or queen?


A clear link to vocabulary understanding that should be embedded from the child's previous study of the unit.

Content is interwoven – including from the new component unit – to enable teachers to assess fully pupils' prior learning

Multi-modal questions to enable pupils of all ability ranges to demonstrate their understanding.

Knowledge organisers – identifying key knowledge and vocabulary

Knowledge Organiser: SPRING 2

Year 1 History: Significant People - Explorers

Vocabulary	Meaning
voyage	to take a long trip (usually by boat)
navy	a branch of armed forces fighting on, under or over the sea
significant	likely to have influence or effect
scurvy	a disease caused by lack of vitamin c
astronaut	a person who travels into space
experiment	a planned test to discover something
mission	a specific job
orbit	the curved path of an object or spacecraft around a star, planet or moon
frostbite	an injury caused by freezing cold temperatures relating to the north or south pole
polar	relating to the north or south pole
crew	the whole company belonging to a ship
shelter	a place or structure to give protection from weather or danger
armada	a fleet of warships
raid	a surprise attack or invasion
aviation	the operation of aircraft
solo	on your own, without a companion
travel	to go on a trip or a tour

Key people we are studying

Captain James Cook
Helen Sharman
Ernest Shackleton
Sir Francis Drake
Captain Amy Johnson

What does 'significant people' mean?

Significant people have helped to change the world we live in. We are learning about men and women who have explored the world and space. They have broken the boundaries to make things possible. Because of them, we now know more.

Key knowledge – methods of travel of the significant people

Space Rocket
Ship
Aircraft
Polar explorer

Year 6 History: (Civilisation Study) Incas

Key knowledge: the Inca Settlement at Machu Picchu

- Machu Picchu means 'old mountain' in the language of the Incas.
- It was built in the 15th Century.
- The city was laid out in accordance with the Holy mountains nearby

Key knowledge: the key values of the Inca civilisation

'Ama Sua'
DO NOT STEAL

'Ama Llulla'
DO NOT LIE

'Ama Quella'
DO NOT BE LAZY/IDLE

Key knowledge – where does this fit in with other civilisations?

1200BC
1400AD

Y3: Ancient Greece
Inca Civilisation begins

Leaders have carefully considered the precise knowledge and skills that we want pupils to know and remember as they navigate through the history curriculum.

To break this up into manageable components for learning, children access these organisers by placing them into their exercise books. There they have access to the precise terminology and vocabulary needed for study, alongside the key points required for learning through the unit of work.

The knowledge organisers also guide teaching staff to ensure that they can navigate the curriculum planning, enabling them to make conscious decisions on delivery of learning. This means that where staff identify misconceptions or gaps in learning – through formative assessment procedures – they can alter the sequential teaching of learning to plug gaps in pupil's knowledge and skills.

Assessment is the BRIDGE between teaching and learning

Formative assessment strategies

Assessment allows teachers to have a lens into a child's learning. We balance assessment carefully, to ensure that pupils feel supported but not overwhelmed by its use. Our principles around assessment are that it's purposeful and moves learning forward.

Exit tickets – assessment of learning between lessons

EXIT TICKET
History

Assessment Question

What did people from the Ice Age build their homes using?

Pupil response


Rate how well you did today ☆☆☆☆☆

The exit ticket provides an assessment question to unpick how well a child has accessed the intended learning for that lesson.

The exit ticket should tangibly link to the objective or skill that the teacher has delivered. For example – in the exit ticket opposite – the child is asked to apply knowledge of how people lived, and the type of home they had, during the Ice Age.

From this, teachers may deduce how successfully the child has understood the skill from an independent application task.

Misconceptions tickets - ensuring we plug gaps that emerge, as they emerge!

MISCONCEPTION INTERVENTION 

History

Misconception spotted in your book and NSL:

The Magna Carta is a primary source. It is a signed document from King John in 1215.

Why is the story 'Diary of a Workhouse Girl' written in 1994, not a primary source? What makes it a secondary source?

Pupil response – have another go!

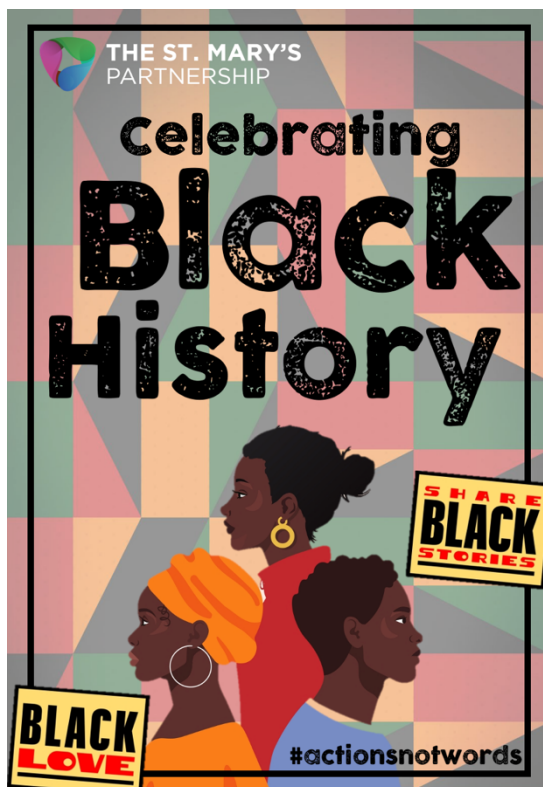
How confident are you now? ☆☆☆☆☆

Sometimes, when we review workbooks, teachers find completed tasks where children have been unsuccessful in their application of the taught skill.

Teachers are expected to pick these up and to create misconception tickets to support and reinforce correct application and understanding of the taught skill.

For example - in the misconception ticket opposite - the child is asked to consider primary and secondary source materials. This is in response to them demonstrating a misunderstanding in their application task. In answering the task, the child is then able to correct the misconception to ensure a stronger foundation in their historical understanding.

Beyond history study - celebrating the diversity of Black Britons



Beyond the component units of study, leaders share a moral commitment to furthering history study to ensure inclusion of Black British History and the celebrated impact of diversity in Southampton.

Across our partnership group, we serve one of the most diverse, multi-ethnic communities in the UK. The vast majority of our families are first- and second-generation immigrants.

Each family brings to our school community a story of their journey and their passage into Southampton. The lived experiences of our parent and pupil community chimes with our school values.

Black History is a curriculum drop-down week which

informs, educates, celebrates and remembers. We will use a wealth of resources including visual, art, spoken word (including music), video, real-life speakers and visits.

The week will culminate in each child contributing to a 'bigger piece' school project - which aims to ground and root pupils in remembering that we all fit together in this world. Simultaneously the project will support the retention of new knowledge in relation to: famous Black Britons, shared stories, racism and the Black Lives Matter movement and Black History.

THE ST. MARY'S PARTNERSHIP

Black History Curriculum

Year Group Foci

Nursery and Year R

Focus: Objects from that past.
Curricula links: Understanding the World, History, British Values

Hook: JoJo & GranGran (Cbeebies). Episode: 'It's time to go on a voyage' - The story of Gran Gran's voyage from St. Lucia (Windrush). <https://www.bbc.co.uk/iplayer/episode/m001crtf/roce-gran-gran-series-2-autumn-1-its-time-to-go-on-a-voyage>

Additional learning opportunities for EYFS:

- Caribbean hairdressers role play - seek items from AfroCity (St. Mary's Street, Southampton). Braiding opportunities, empty products for styling, magazines depicting different styles. Toy heads for practising braiding.
- Traditional costumes, traditional food tasting - create a scrapbook to share photos. Consider tropical fruit salad.
- Bring in special 'family' items - similar to Gran Gran and her duffle coat.

Expected outcome:

- Pupils will create a **Kente** pattern cloth as a group.
- In groups, create a small **Kente** cloth/paper weaving.

Year 1

Focus: Statues
Curricula links: Geography, History, PSHE, British Values

Hook: BBC Video. (Context) The Life of Mary Seacole <https://www.youtube.com/watch?v=uayk4N2Nk?> Video: The unveiling of the Mary Seacole statue - the first statue of a black woman in the UK. <https://www.youtube.com/watch?v=sJR7JGK6mc>

Additional learning opportunities for Year 1:

- Discover the lives of significant black individuals from the past who have contributed to national and international achievements.
- Consider Black Britons connected to Southampton - Windrush arrivals
- Understand the purpose of statues across Britain - help children to understand that fewer than 10% of all statues in the UK depict a person of black heritage. Why isn't this fair? What does this say about **peoples** attitudes?

Expected outcome:

Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

- Pupils will create **tin-foil statues** of a chosen person of Black Heritage studied.
- <https://www.education.com/activity/article/how-to-make-a-sculpture/>
- Pupils will create display labels for their statue.

#actionsnotwords

Staff development closely links to our school monitoring schedule, ensuring that cyclical support can be provided to enhance all teachers subject knowledge.

We ensure that sessions are focused purely on the subject, and we can do this easily because of the strong pedagogical model we employ across all teaching subjects in the school. This means that teachers can concentrate on developing subject expertise.

Our curriculum vs National Curriculum



The National Curriculum prescribes the **MINIMUM** expectation for study and coverage.

History programmes of study: key stages 1 and 2

National curriculum in England

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils 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.

Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day; how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world;
- know and understand significant aspects of the history of the wider world; the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Schools are not required by law to teach the example content in [square brackets] or the content indicated as being 'non-statutory'.

Subject content

Key stage 1

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.

Pupils should be taught about:

- 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, Ptolemy, Brno and the Brix 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.

We ensure that all teachers understand how our curriculum pathway matches and exceeds the national curriculum in breadth and ambition.

Through focused training specifically on History - we teach staff how to identify the interconnectedness of the curriculum so that they build a coherent picture of British History and Civilisation study.

Historical knowledge acquisition



Teachers are supported to understand curriculum delivery through different types of knowledge and skill acquisition.

To ensure a consistent thread - we teach disciplinary and substantive concepts through history terms 'first order' and 'second order' knowledge domains.

Staff must be clear on how these fit to support pupils' schematic knowledge development.

External History Support

We signpost teachers and practitioners to sources of external support that shape and develop teacher knowledge in History.

- BBC Primary History Teaching Resources: <https://www.bbc.co.uk/teach/topics/c3g2e1v85ndt>
- Myatt & Co - History Collection 'knowledge bites'. Available podcasts and videologs that teachers can dip into in their own time.
- The Historical Association Membership. <https://www.history.org.uk/primary/categories/cpd>