



Deighton Gates Primary School

Curriculum Overview: History



Intent

At Deighton Gates Primary School, our intent is to deliver a high quality history curriculum that will inspire in pupils a curiosity and fascination about Britain's past and that of the wider world. It will equip children with:

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

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
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.



Deighton Gates Primary School

Curriculum Overview: History



In order to achieve these aims we have a curriculum that is coherently planned to fulfil the requirements set out in the National Curriculum. We have developed a history schema that organises historical knowledge in a meaningful way; allowing the children a deep understanding in the way they are connected.

The history schema has been developed using “threshold concepts” which underpin the main historical ideas, which are then broken down into facets of knowledge to help deepen children’s knowledge and understanding.

The **Threshold Concepts** in History are:

Investigate and interpret the past –

This concept involves recognising that our understanding of the past comes from an interpretation of the available evidence.

Build an overview of world history –

This concept involves an appreciation of the characteristic features of the past and that these features are similar and different across time periods, and an understanding that life is different for different sections of society.

Understand chronology –

This concept involves an understanding of how to chart the passing of time and how some aspects of history happened at similar times in different places.

Communicate historically –

This concept involves using historical vocabulary and techniques to convey information about the past.

The Knowledge Categories in History are:



Settlements



Beliefs



Culture and
pastimes



Location



Main events



Food and
farming



Travel and
exploration



Conflict



Society



Artefacts



Deighton Gates Primary School Curriculum Overview: History



Sequencing

The history curriculum for history is designed to help children meet the attainment goals of key milestones. The milestones describe attainment at the end of a two-year period. The knowledge categories help children to meet these goals.

Years 1 and 2: Milestone 1

Years 3 and 4: Milestone 2

Years 5 and 6: Milestone 3



EYFS – address the threshold concepts through the Understanding the World ELG to provide exposure to skills developed throughout KS1 and 2.

Although the history curriculum is not taught chronologically, the threshold concept to “**Understand Chronology**” ensures that by the end of Year 6 children will have a chronological understanding of British history from the Stone Age to the present day. They will be able to draw comparisons and make connections between different time periods and their own lives

The [History Long Term Plan](#) sets out the intended sequencing of the curriculum.



Deighton Gates Primary School Curriculum Overview: History



Implementation

The intended History curriculum is implemented through the planning, teaching and assessment of the subject as a specific discipline in each year group. The teaching of History is taught in tandem with or alternated with Geography and has been designed to make purposeful links between subjects where possible. The detailed Long Term Plan (see link above) sets out when, within the curriculum's design, each concept is taught, revisited and assessed.

All learning will start by revisiting prior knowledge. This will be scaffolded to support children to recall previous learning and make connections. Staff will model explicitly the subject-specific vocabulary, knowledge and skills relevant to the learning to allow them to integrate new knowledge into larger concepts.

Learning will be supported through the use of knowledge organisers that provide children with scaffolding that supports them to retain new facts and vocabulary in their long term memory. Knowledge organisers are used for pre-teaching and also as a part of daily review.

Cross curricular outcomes in history are specifically planned for, with strong links between the history curriculum and literacy lessons enabling further contextual learning. The local area utilised to achieve the desired outcomes, with opportunities for learning outside the classroom embedded in practice. Planning is informed by and aligned with the national curriculum. In addition, staff have access to the Twinkl plans and resources, however, teachers lesson design is not limited by this.

History assessment is ongoing throughout the relevant cross-curricular topics to inform teachers with planning lesson activities and differentiation. Summative assessment is completed at the end of each topic where history objectives have been covered; and a foundation assessment will be completed.

Foundation Assessment			
Class: _____	Year: 2019/20	Term: _____	
Subject: _____	Unit: _____		
Expectations for unit			
History: Essential Concepts			
To Investigate and Interpret the Past	To Build an Overview of World History	To Understand Chronology	To Communicate Historically
Children working below the age-related expectation	Basic: Expected Children are working at age-related expectations with a basic grasp of the essential concepts	Expected Children are working at the age-related expectations for their year group and have a grasp of the essential concepts	Exceeded Children are working above the age-related expectations

Consideration is given to how mastery will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion. The foundation assessments inform leaders of school improvements or skills that need to be further enhanced and progress can be tracked throughout school.

EYFS record their observations and evidence on Tapestry, this allows judgements to be made regarding whether a child has achieved the Early Learning Goal, in this case Understanding the World.



Deighton Gates Primary School Curriculum Overview: History



Impact

Outcomes in one books, evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge. Pupils work demonstrates that history is taught at an age appropriate standard across each year group and that children working at all levels are considered and planned for effectively. This includes recording work in a variety of ways and the use of technology to aid SEN learners.

Senior leaders, subject leads and teachers are able to use the evidence collected alongside the assessment information to monitor and track the implementation of the subject's curriculum to ensure that our intentions are achieved

The impact of the history curriculum is evaluated and reviewed through annual reports that are created and shared with governors by the subject lead. The purpose of these reports is to highlight the impact of the implemented curriculum, its strengths and areas for review.