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Curriculum Intent

At Bentley High Street Primary School, it is our intention to deliver a history curriculum that builds on children’s prior learning, providing them a coherent knowledge of Britain’s past and that of the wider world. Children will gain an understanding of Britain’s history as a chronological narrative, beginning with the establishment of British civilisation in the Stone Age. They will also understand significant aspects of the history of the wider world such as ancient civilisations like the Shang Dynasty, the expansion of empires such the Roman Empire, past non-European civilisations like the Mayans and achievements of humankind such as the Space Race. Through our teaching of chronology, children gain a sound understanding of when these different events occurred, using phrases such as ‘this happened before’ or ‘at the same time as’

Our curriculum begins in the Early Years Foundation Stage where children begin to gain an understanding of the passing of time, starting with their own lives and those of their family. The curriculum then builds in complexity through key stage one and two.


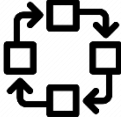
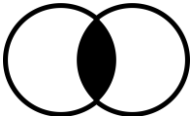



Within our curriculum, children are exposed to different types of History, including local, national and international history. Children will also understand if the history they are learning is:

- Social – affects people in society.
- Political – links to leaders and government
- Cultural – a study of cultural practices
- Military – a study of invasions and empires

Underpinning the substantive knowledge in our curriculum are our key substantive concepts. These concepts are repeated throughout the curriculum and are continuously revisited to build understanding. These concepts are:

- Civilisation/society/community
- Empire/invasion/ War
- Oppression/prejudice/social hierarchy
- Church/religion
- Monarch/King/heir/leader/power

Children also understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections within the curriculum from prior learning. These concepts are also repeated throughout the curriculum and children are supported in remembering this with key icons:

Cause and consequence	Change and continuity	Similarity and difference	Historical significance	Sources and evidence	Historical interpretations
					

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curriculum is purposely designed around disciplinary knowledge to support children to think like a historian. By using a wide range of historical sources, children are encouraged and supported to answer the question ‘how do we know?’. This begins in EYFS with the study of photos of themselves and their families in the past and moves on to develop an understanding of a primary source and what information it can provide us with.



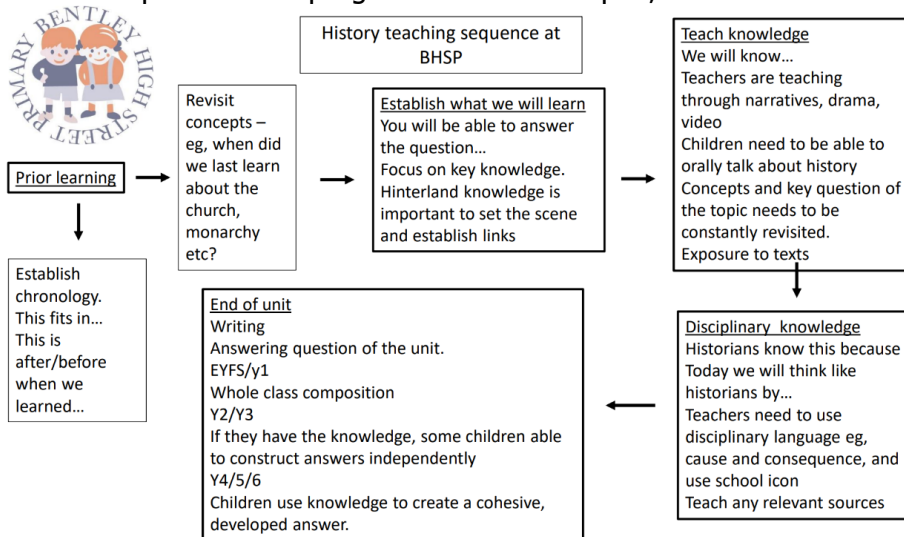
To ensure the teaching of the history curriculum remains specific and granular, the key knowledge has been identified as core and hinterland. SEND children are also supported to access this core knowledge through scaffolds and targeted support.

Curriculum Implementation Subject Content and Organisation Across School

Throughout the year, children will engage in regular sequences of learning

Every sequence of learning in history progresses in the same way:

- Prior learning - establish chronology, revisit concepts – eg, when did we last learn about the church, monarchy etc?
- Establish what we will learn - you will be able to answer the question...
- Teach knowledge - We will know... Teachers teach through narratives, drama, video. Children need to be able to orally talk about history.
- Disciplinary knowledge - historians know this because, today we will think like historians by...
- End of unit writing - answering question of the unit. In EYFS/Y1 this begins with a whole class composition and progresses to a developed, cohesive answer by the end of KS2.



Every child is assessed against the core knowledge in a formative manner using in class strategies. Children are quizzed against the knowledge periodically throughout the sequence and misconceptions addressed.