



History

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

The 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.

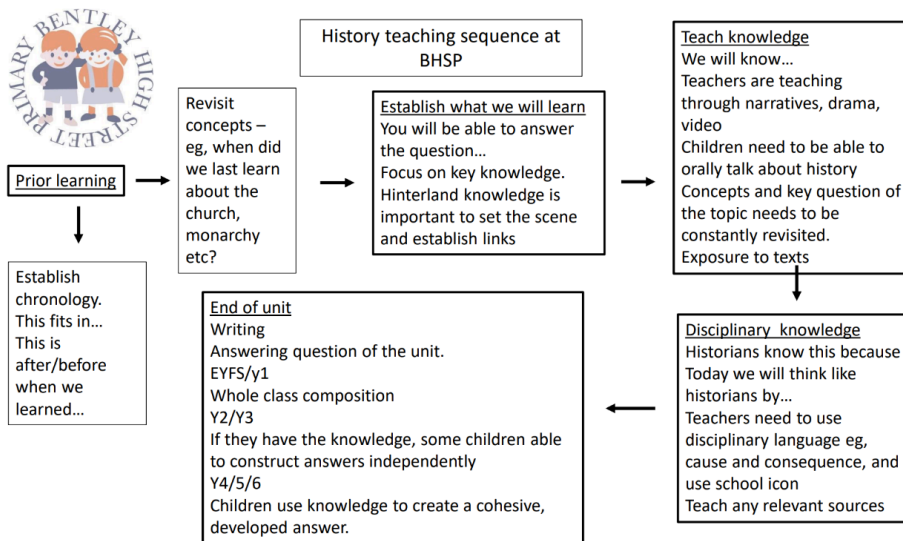


To ensure the teaching of the history curriculum remains specific and granular, the key knowledge has been identified as core and hinterland. SEND children are also supported to access this core knowledge through scaffolds and targeted support.

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. To ensure that these are high-quality and promote higher-order thinking, teachers have been provided with model answers and this supports in what children should be aiming for.



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. Children are also assessed against their ability to showcase their learning in their high-quality end outcome.

As history is taught in blocks once a term, we ensure that children remember more by revisiting the subject in retrieve and practise sessions. In these sessions, children practice not only their substantive knowledge learnt in each learning sequence, but the historical concepts and disciplinary knowledge gained too. For example, the historical concept of civilisation weaves throughout history in key stage one and two, and children revisit this often, ensuring that they are secure in what a civilisation is and how they develop. In addition, disciplinary learning such as cause and consequence and similarity and difference are practised, so that children are secure in how historians work. Just as in the main history sequence of learning, retrieve and practise sessions rely heavily on historical sources, so that children understand 'how we know' about the past.



Children are also provided with a knowledge organiser for every sequence of learning. These are stuck in books and support memory. On each knowledge organiser contains the key vocabulary, disciplinary learning and historical concepts for each unit, in addition to the chronology and the type of history being studied. This could be local, national, or international, or social, political or military history. Children can refer back to these knowledge organisers during quizzing or retrieve and practise sessions.

Children also build their knowledge of chronology with every sequence of learning and develop an 'inner timeline'. Whilst knowledge of some certain dates is important (eg, the date of the Great Fire of London or when the Tudors ruled), a focus must be on children having an understanding of what comes before, after and at the same time, in addition to understanding how long a period may be. For example, children must understand that the Great Fire of London is just a few days, Henry VIII ruled for several years but the Stone Age went on for thousands of years. Children apply this knowledge by using phrases such as 'this happened before...', 'this happened after...' and 'this happened at the same time as...'. Developing this knowledge is supported by a bespoke timeline. This is visible on a large scale in the hall and all children visit it as part of their sequence of learning, which allows them to make links to their previous learning. Children also have a bespoke timeline in their books, which reinforces their knowledge through regular revisiting.