Gresham Primary School

Gresham Primary School's History Curriculum

Mission Statement

To inspire our pupils' curiosity to know more about the past, to understand the process of change, the diversity of societies, their own identity and the challenges of their time.

Intent

- Our aim is to instil a love of History in all our pupils and provide a varied curriculum that intrigues our pupils while meeting the needs of all backgrounds, cultures and abilities
- Pupils to make progress in history by developing their substantive knowledge and disciplinary knowledge.
- Pupils will demonstrate an excellent working understanding of the historical second-order concepts: cause, consequence, change and continuity, similarity and difference, historical significance, sources and evidence, historical interpretations.
- Pupils can use historical vocabulary appropriately to support their own progress and be academically successful in history.
- Pupils can think critically and communicate effectively in a range of styles.
- Pupils can support, challenge and evaluate their own and others' views (including those from the past) using accurate detailed evidence from a range of sources.
- Pupils can use historical sources in a balanced and critical manner and to engage in critical investigations of the past which lead to supported judgements.
- Pupils can think, reflect, and discuss the past, leading to precise questioning of the past and historical enquiry.
- Pupils have an understanding of perspective and how and why people interpret the past in different ways.

Implementation

- In KS1, the Historical skills will focus on the world around them and their living memory of History before moving to events that go beyond living history.
- In KS2, the History curriculum is largely set out in chronological order to allow Pupils to reference the previous events in time.
- Our Gresham Learning Super Heroes are integrated into everyday learning, helping Pupils to become skilled, life-long learners.
- Medium term plans map out the progression of substantive and disciplinary knowledge.
- The substantive knowledge and disciplinary knowledge made explicit in lessons.
- Key vocabulary is explicitly taught to Pupils as part of quality-first teaching.
- Retrieval opportunities throughout units, within and across year groups.
- Substantive concepts are regularly encounter and reinforced through the use of icons.
- Knowledge organisers and end of unit tests for Years 2-6 identify the knowledge that is particularly important for pupils to secure.

Impact

Books, pupil voice, display and collection of work to show the following:

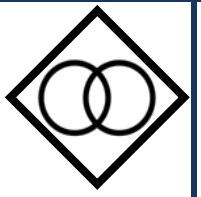
- Pupils will have clear enjoyment and confidence in history that they will then apply to other areas of the curriculum.
- Pupils will ultimately know more, remember more and understand more about History, demonstrating this knowledge when using tools or skills in other areas of the curriculum and in opportunities out of school.
- Pupils will be able to use appropriate vocabulary accurately, independently, to demonstrate their understanding.
- The large majority of pupils will achieve age related expectations in History
- Pupils with SEND will be fully included and will progress well related to their starting points.
- Pupils from disadvantaged backgrounds will benefit from the cultural capital that is offered through our History curriculum and perform at least in line with their non-disadvantaged peers.

Disciplinary Knowledge

Disciplinary knowledge includes all the skills that Pupils will need to develop over time in their history lessons. They are skills that enable us to critically analyse contrasting arguments and interpretations of the past and make our own reasoned judgements about the past. Disciplinary knowledge is separated into disciplinary concepts and historical enquiry.

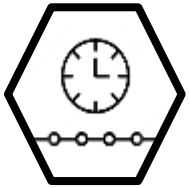
Disciplinary Concepts

Disciplinary concepts are concepts used in the study of history. They form the basis of many questions historians ask about the past and include continuity and change, cause and consequence, similarity and difference, and historical significance. These concepts will enable Pupils to ask historically-valid questions, create connections, identify contrasts, examine trends and construct analyses.

	Cause & Consequence	To understand that events do not just happen and then end. To be know why things happened. To understand that causes develop over time. Why did X happen? What led to X? What was the impact of …? How did … change because of this? What might have happened if…? Why do think X happened? How could X have been prevented? What happened afterwards? Why did that happen following X?
		To explain that an event can cause further issues (consequences), and these can be both good and bad. The ripple effect through time. Why did X happen? What led to X? What was the impact of …? How did … change because of this? What might have happened if…? Why do think X happened? How could X have been prevented? What happened afterwards? Why did that happen following X?
	Change and Continuity	Understanding how to map time, to confidently grasp the past, present and future. To see that events and changes occurred at similar/different paces and at similar/different times across the world. What happened after…? Can you name the …? What happened before…? Who was it that….? When…? To be able to explain how the present is different from the past. To develop a nuanced understanding that there are similarities across different time periods to show that some aspects of history continued over time. What differences/similarities exist between…? What do you think happened next? Provide an example to support/ exemplify your point. How did this change…? How quickly/ slowly did this change? How big/small was the change? How can you prove that?
	Similarity and Difference	Confidently describing the key features of the past, and communicating how life is different now, and how it was disparate for different countries, cultures and sections of societies. What are the features of…? How would describe….? What happened to…? How can you prove….? What evidence shows….?
	Historical Significance	Historical significance focuses on how and why historical events, trends and individuals are ascribed historical significance.

Historical Enquiry

Historical enquiry refers to the skills historians use to critically examine evidence to make claims about historical events and to compare interpretations of the past and how they are constructed. Through historical enquiry, Pupils learn about the nature of primary and secondary sources, begin to understand how our knowledge of the past is constructed, develop chronological understanding and make connections between time periods.

	Historical Investigation	Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Pupils construct informed responses that involve thoughtful selection and organisation of relevant historical information.
	Historical Interpretations	Understand how our knowledge of the past is constructed from a range of sources.
	Chronological Understanding	To develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
	Knowledge and Understanding of Events and People	To note connections, contrasts and trends over time in the everyday lives of people and use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time; describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and Pupils.

	Presenting, Communicating and Organising	To present, communicate and organise ideas about from the past using discussions, debates, presentations, writing, project/research work.
	Substantive Concepts and Historical Vocabulary	To gain and deploy a historically grounded understanding of abstract terms such as conflict, law and order, invasion, settlements, historical figures, progress and change and religion and beliefs.

Substantive Concepts		
CONCEPT		**DEFINITION**
	**Conflict**	A) A serious disagreement or argument B) A prolonged armed struggle.
	**Historical Figures**	A person who has made an impact in their own time or who has had their significance recognised since.
	**Invasion**	To enter a country or group's land as an enemy, by force, in order to conquer or plunder.
	**Law and Order**	A situation characterised by respect for and obedience to the rules of a society.
	**Progress and Change**	Advancement and adaptation through newly acquired knowledge, understanding or technology.

	**Religion and Beliefs**	Religion – a particular system of faith and worship. Beliefs – something one accepts as true or real; a firmly held opinion
	**Settlements**	A place, typically one which has previously been uninhabited, where people establish a community.

EYFS & KEY STAGE 1 National Curriculum

EYFS: Understanding the World (People and Communities)
Pupils talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.

EYFS: Understanding the World (The World)
Pupils know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

NC Statutory Programme of Study KS1

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, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell];
- Famous women in history including ethnic minorities- Harriet Tubman, Rosa Parks, Maya Anjelou, Malala Youysafsi
- significant historical events, people and places in their own locality.

KEY STAGE 2 National Curriculum

NC Statutory Programme of Study KS2

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age;
- the Roman Empire and its impact on Britain;
- Britain's settlement by Anglo-Saxons and Scots;
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor;
- a local history study;
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066;
- 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.

Overview			
	Autumn	**Spring**	**Summer**
Year One	Gunpowder Plot events beyond living memory that are significant nationally or globally	Toys changes within living memory	Nurturing Nurses Famous women in history including ethnic minorities
Year Two	The Great Fire of London events beyond living memory that are significant nationally or globally	Significant Explorers the lives of significant individuals in the past	Travel and Transport events beyond living memory that are significant nationally or globally
Year Three	Stone Age to Iron Age changes in Britain from the Stone Age to the Iron Age	The Romans the Roman Empire and its impact on Britain;	Our local History a local history study of Sanderstead and Crystal Palace
Year Four	Anglo-Saxons and Scots Britain's settlement by Anglo-Saxons and Scots	Vikings and Anglo Saxons the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Ancient Egypt the achievements of the earliest civilizations
Year Five	Crime and Punishment a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Ancient Greece a study of Greek life and achievements and their influence on the western world	Ancient Greece a study of Greek life and achievements and their influence on the western world
Year Six	World War II a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	World War II a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Benin a non-European society that provides contrasts with British history