



INTENT

How we designed our history curriculum

The Trinity Primary School is located in the historic market town of Devizes, within the rural and farming communities of central Wiltshire, and close to the prehistoric World Heritage sites of Avebury and Stonehenge. History and understanding the past, is important for our pupils and community because it develops understanding of our lives in the present, and a heightened awareness of the value of landmarks and historical sites of national and global importance, within our local area. Marcus Garvey famously wrote about the study of history, and we believe that it is essential for children to learn about the past in order to understand the present, and make informed decisions about their own future,

‘A people without the knowledge of their past history, origin and culture is like a tree without roots.’

The study of history involves engaging pupils in investigating questions about people and events in the past in order to enable them to better understand their lives today and for a future as more informed and enlightened citizens. Through the study of history pupils also develop a wide range of critical thinking skills, which enable them to understand the contested nature of knowledge and to distinguish between ‘fact’ and subjectivity when it comes to reaching conclusions and making judgements about the past. With this in mind we have established a school curriculum plan for history as an entitlement for all pupils that is (3):

- **Aspirational** by instilling in our pupils a desire to achieve the highest levels of success, providing them with the opportunities to excel in their acquisition of long lasting knowledge, understanding, and mastery of core historical skills. Such high aspirations are clearly identifiable in the progressive and increasingly challenging objectives of the schemes of work for each enquiry, which define what the pupils will know, understand and be able to do (4);
- **Logical, broad and balanced** in terms of the areas of subject content we have selected, which reflect the guidance and are commensurate with the demands of the Early Years Foundation Stage and the National Curriculum. For example, we have ensured that content includes representative investigations of British history spanning the period from the Stone Age to the Norman invasion of 1066 as well as enquiries focusing on the achievements of ancient civilisations such as the Maya, the Shang Dynasty and Ancient Greece;
- **Relevant** through the careful consideration that has been given to the selection of historical enquiries that extend the knowledge and understanding of pupils beyond 1066 e.g. evaluating the significance of the Battle of Britain and the impact of the British Empire;
- **Chronologically Sequenced** as pupils progress through the school which allows them opportunities to evaluate both change and progress from one historical period to another and to build on previous knowledge and understanding as they tackle more complex and demanding enquiries;
- **Progressively more challenging** from Reception to Year 6, both in terms of the complexity of the subject knowledge we want our pupils to acquire and also the critical thinking skills we support them to utilise to ensure they understand the significance of that knowledge (4). These anticipated outcomes in knowledge, understanding, and skills acquisition are detailed in the objectives of the schemes of work for each enquiry. The historical techniques we want our pupils to master as they progress through the school, have been informed by our identification of the coverage required at Foundation Stage, Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2. These are integrated into our half termly enquiries to ensure adequate coverage through the curriculum;
- **Inclusive** by delivering the same curriculum to all of our pupils irrespective of specific learning needs or disabilities, and differentiating where necessary through, scaffolding, language, and learning environment.

Our pupils come from a largely non-diverse community in which many families live and work within a short distance of Devizes, pupils’ life experiences and outlook reflects this. Although our pupils’ lives are deeply rooted within the local community, they are developing independent thinking skills and becoming enormously curious about Devizes, Wiltshire, Britain and the wider world. Our history curriculum strives to develop independent thinking and curiosity by supporting pupils to learn about equality and diversity through a range of contexts, to give them the powerful cultural capital they need to understand, live and work within the society in which they are growing up.

Our whole school curriculum includes at least one trip or visit for each class each year linked to a history topic. These special days give the pupils the opportunity to undertake exciting activities linked to historical learning. For example, during the Year 1 unit on the seaside children visited the museum at Weston-Super-Mare, discovered how people travelled to the seaside in Victorian times through drama, and explored Victorian Punch and Judy artefacts.

Our history curriculum aims to expand children’s vocabulary, with basic familiar word acquisition (town, street, old, new, a long time ago), high-frequency academic words used repeatedly across content domains (courage, perseverance, industrious, benevolent, political), and low-frequency content specific words that have distinct meanings and purposes (Neolithic, civil rights, abolition, peasant, parliament). We are developing children’s spoken language skills through our history curriculum, by offering children the opportunity to debate and reason, ask questions, develop well-structured descriptions and explanations, conclude, hypothesise, imagine and explore, present their research, and to consider and evaluate different viewpoints (5).



IMPLEMENTATION

How we teach our history curriculum

Our history curriculum forms part of our wider school curriculum and follows the school aims and values, our curriculum drivers are **enquiry, community, communication and independence**. We cover all the skills and content of the National Curriculum for history (key stage one and two) and the Early Years Foundation Stage (EYFS), through an enquiry based curriculum with clear progression. As pupils move through the school, our curriculum ensures that knowledge is generative and learning is effective. Our pupils develop historical knowledge and skills through disciplinary concepts within each learning enquiry: cause and consequence; diversity and equality; chronology; change and continuity; similarity and difference; significance; evidence; and interpretation. Each learning enquiry links to, and develops one of the primary, substantive concepts in history.

Disciplinary Concepts

<p>Cause and Consequence</p> <p>The reason for and impact of events in history on civilisations and the wider world both at the time and in the future.</p>	<p>Diversity and Equality</p> <p>How history has shaped the modern world in terms of faith, culture and gender equality.</p>	<p>Chronology</p> <p>The order in which key events happened or important historical figures lived and how these events connect or overlap.</p>	<p>Change and Continuity</p> <p>Over time, some things stay the same and some change both across and within different time periods. This can influence how we live today.</p>
<p>Similarity and Difference</p> <p>To move beyond stereotypical assumptions about people in the past, to recognise and analyse the diversity of past experience.</p>	<p>Significance</p> <p>Anything that has a bearing on a person or an event and how this influenced a situation – including how the past is remembered.</p>	<p>Evidence</p> <p>The range of sources that provide information about history and their reliability or accuracy.</p>	<p>Interpretation</p> <p>The way in which events in the past are explained – the difference between fact and opinion.</p>

Substantive Concepts

<p>Chronology</p> <p>Chronology is the order in which key events happened or historical figures lived, and how these events connect or overlap.</p>	<p>Interpretation</p> <p>Interpretation is the way in which events in the past are explained, the difference between fact and opinion.</p>	<p>Enquiry</p> <p>Historical enquiry is all about asking questions or hypothesising about the past that we hope the evidence will help us to answer.</p>	<p>Organisation and Communication</p> <p>The organisation and communication of historical knowledge, are the skills developed and used by historians to communicate.</p>
--	---	---	---

Further Substantive Concepts that will be studied through enquiries drawn from Collins Connected History (this is not a definitive list).

Settlement Afterlife Monarchy War	Society Civilisation Industry Power	Empire Invasion Democracy Religion	Trade Kingdom Alliance Propaganda
--	--	---	--

We have adopted an enquiry based approach to learning and teaching in history which develops our pupils as young historians (2). Through enquiry our pupils not only build subject knowledge and understanding but become increasingly skilled at critical thinking, specialised vocabulary and their grasp of subject concepts. We structure learning in history through big question led enquiries about relevant historical topics, places and themes. Our curriculum is therefore 'knowledge rich' rather than content heavy as we recognise that if we attempt to teach historical topics, places, themes and issues in their entirety we restrict opportunities for pupils to master and apply critical thinking skills and achieve more challenging subject outcomes. We have adopted a policy of immersive learning in history that provides sufficient time and space for our pupils not only to acquire new knowledge and subject vocabulary but also to develop subject concepts, and understand the significance of what they have learned.

Our learning and teaching in history is interactive and practical allowing opportunities for pupils to work independently, in pairs and also in groups of various sizes both inside and outside of the classroom. Wherever possible we provide our pupils with contemporaneous historical evidence including: the use of narratives; paintings; photographs; artefacts; films; and census. Pupils learn to use a wide range of historical evidence to analyse, reach conclusions and make judgements. Similarly, we provide varied ways for pupils to record the outcomes of their work including the use of PowerPoint, concept mapping, annotated diagrams, improvised drama, debate, and the application of a writing. Only in this way will knowledge become embedded and 'sticky' and ensure that our pupils can build on what they know and understand from one year to the next.

The schemes of work for each historical enquiry highlight both the objectives and anticipated outcomes of the investigation. They are also carefully structured through the use of ancillary questions, to enable pupils to build their knowledge and understanding in incremental steps of increasing complexity, until they reach the point where they are able to answer the question posed at the beginning of the investigation. Our learning and teaching in history also recognises the importance of the local area, with a number of our investigations involving observation, recording, presentation, interpretation and the evaluation of historical information gathered outside of the classroom.

Each enquiry begins with an elicitation task. Pupils reflect on prior learning and generate questions they would like to find the answer to over the course of study. Teachers address any misconceptions that arise and are able to plan from pupils' starting points.



An understanding of historical concepts develops by linking new knowledge with prior learning. The curriculum is taught in a child-centred way, building on what pupils already know and can do, learning is differentiated to provide access and challenge for all. In each unit of work, pupils will produce at least one piece of extended writing, this supports historical learning and embeds key writing skills across the curriculum. At the beginning of each unit, children learn experientially, with interesting immersive activities on a 'buzz day'. At the end of each unit, assessment demonstrates generative learning, and teachers identify content that pupils were unsure of, adapting long-term and medium-term planning before pupils move on. Pupils create a piece of learning to share in their 'time to shine' and their learning is celebrated (7).

Historical enquiries are supplemented by:

- Special events such as Black History Month, and Remembrance Day
- School trips, visits or workshops
- Homework projects

Spiritual, moral, social and cultural learning

Personal development

- Growth mindset and metacognition
- Building self-esteem (including spoken language development)

Social development

- Links to charitable work (e.g., helping to collect money to support ex-service personnel via The Royal British Legion)

Spiritual development

- Visits to religious buildings and centres

Moral development

- Schools' behaviour framework (behaviour for learning)
- Spoken language curriculum (e.g., debating)

Cultural development

- Access to local and national museum collections
- Access to the cultures of other communities via trips and visits (e.g., London and the trip to the British Museum)
- Promotion of racial equality and community cohesion through the schools' ethos (e.g., Black History Month)

Metacognition

Metacognition is what we know about our knowledge and our learning processes and includes: planning; monitoring; evaluation; and regulation. The following ideas are adapted from <https://www.globalmetacognition.com/post/metacognitive-strategies-for-the-history-classroom>.

Five Metacognitive Strategies for the History Classroom

1. Pre and post assessment tasks to elicit knowledge and generation of questions appropriate to the geography topic.
2. Using the metacognitive cycle to develop a plan (a strategy or method for carrying out an investigation or answering a question), maintaining and monitoring the plan, and finally evaluating the plan.
3. Using mind-mapping skills to help children organise and consolidate ideas, take notes, review knowledge, and explore connections.
4. Guided or independent self-regulation by teaching pupils to evaluate the best strategies to review knowledge.
5. Encourage regular reflection and discussion of effective learning strategies enabling pupils to think about how they can learn effectively.

Resources

- Timelines
- Knowledge organisers
- Key texts
- Visits
- Trips
- Workshops
- Wiltshire Learning Resource Hub www.wslr.co.uk
- Wiltshire Museum www.wiltshiremuseum.org.uk
- Links: www.history.org.uk/primary Historical Association; www.nationalarchives.gov.uk National Archives; www.bbc.co.uk/teach/primary/zd7p47h BBC Teach; www.bbc.co.uk/bitesize/primary BBC Bitesize; www.bbc.co.uk/teach/live-lessons BBC Live Lessons; www.bbc.co.uk/teach/school-radio/history/zfmj92p BBC School Radio - History; www.bl.uk British Library; www.mylearning.org My Learning - learning resources from arts, cultural and heritage organisations; www.historicengland.org.uk Historic England, https://www.romanobritain.org/9-sites/ste_devizes_heritage_museum.php), <https://www.wiltshiremuseum.org.uk/roman/>, <http://www.devizesheritage.co.uk/devizesarchaeologywc.pdf> the history of Devizes, <https://www.heritagedaily.com/2017/07/ancestors-stonehenge-people-buried-inside-house-dead-discovered-wiltshire/115914> 2017 a recent archaeological discovery in Wiltshire.



IMPACT

How we assess the progress our pupils make in history

Each enquiry which forms our programme of learning and teaching in history sets clear objectives and outcomes for pupils through knowledge and understanding and skills acquisition. The schemes of work also suggest a range of ways in which the teacher can assess whether a pupil has achieved the outcomes (6). The outcomes of each enquiry serve to inform the teacher's developing picture of the knowledge and understanding of each pupil and to plan future learning accordingly. We do not make summative judgements about individual pieces of pupil work but rather use the outcomes to build an emerging picture of what the pupil knows, understands and can do.

At the end of each year we make a summative judgement about the achievement of each pupil against the subject learning goals for history in that year (6). At this point we decide upon a 'best fit' judgement as to whether the pupil has achieved and embedded the expected learning goals, exceeded expectations or is still working towards the goals. This decision draws upon the professional knowledge and judgement that teachers possess about the progress of each pupil, developed over the previous three terms which allows an informed and holistic judgement of attainment to be made. Achievement against the learning goals for history at the end of the year is used as the basis of reporting progress to parents.

Through our monitoring and evaluation of the history curriculum teaching and learning, we are looking for pupils who can enquire and articulate their thinking, express their knowledge in a variety of ways, be aware of the history of their own community (and world), the impact of historical events and people, and be independent and resilient (8).

Pupil Voice

- Pupils are engaged and inspired to learn in history lessons.
- Pupils speak enthusiastically and knowledgeably about learning in history.
- Pupils offer ideas on historical enquiries they would like to do.
- Pupils learn and use key technical and topic based vocabulary during their lessons.
- Pupils make links between discrete history lessons and other areas of learning.
- Pupils communicate their learning in history in a variety of ways:
 - Providing oral explanations or descriptions

Outcomes

- Pupils retain key historical knowledge, during the year, and from year to year.
- Pupils communicate their learning in history in a variety of ways:
 - Drawing and labelling
 - Using an app such as powerpoint
 - Through practical research
 - By making a model
 - In writing
 - In home learning tasks

Readiness

End of unit / year / key stage outcomes are secure, and children with SEND achieve the best possible outcomes. Crucially, children can access the full curriculum and are therefore ready for future learning.



SUPPORTING DOCUMENTATION

2. Working as Historians and Geographers
3. History Curriculum Map
4. History Progression in Knowledge & Skills
5. History Progression in Vocabulary
6. History Assessment
7. History - Agreed Consistencies
8. History - Subject Leader Action Plan