

ALDER COPPICE PRIMARY SCHOOL

Achievement through Commitment

History Rationale

At Alder Coppice, we want our pupils to have a love for history and instil in them an *awe and wonder* in order to inspire their fascination and enquiry about the history of the world, and the notable events and people that have had a significant impact on shaping our world today.

Our history curriculum has been designed to be both knowledge-rich and coherently sequenced. It gives pupils a solid foundation and broad overview of some of the most important periods, events and themes in British and world history. There is an interplay of substantive knowledge and disciplinary knowledge: *Substantive knowledge* of historical events, dates and people in the past and knowledge of *substantive concepts* in history (such as 'democracy', 'civilisation' and 'invasion'), alongside the *disciplinary knowledge of historical concepts* (such as evidence, causation, significance and historical interpretation).

The *substantive knowledge* taught in the curriculum has been carefully chosen and sequenced using a chronological approach. In EYFS, pupils begin to understand the concept of time and changes over time by developing a sense of past and present, through settings, characters and events encountered in books read in class and storytelling. Their understanding of the world around them will support their learning in Year 1, where they explore the past and its influence, building on what they already know.

In Key Stage 1, pupils' understanding of chronology is developed through learning about things within living memory. They begin by looking at past and present with events close to their own living memory and within parents and grandparents' lives in Units such as *Toys through the Ages* and *Schools through the Ages*. Learning progresses to explore significant events such as The Great Fire of London and pupils further develop their chronological awareness by learning about significant individuals, from the past and explore what makes an individual 'significant' in our understanding of history. Children are encouraged to make comparisons and reflect on how life in the past differs from their experiences of life now. They also gain an understanding of how life in other countries differed from people's experiences in Britain through their learning about Martin Luther King Jr.

Alongside their chronological awareness, disciplinary concepts such as characteristic features are developed. Through an awareness of '*then and now*' in Year 1 and '*change*' in Year 2, pupils begin to understand *cause and consequence* when learning about the Great Fire of London and become aware of *consequences* of people's actions and the legacies of significant figures in history, such as Mary Seacole, Florence Nightingale and Edith Cavell.

In Key Stage 2, pupils build on their understanding of chronology to provide context to their learning and place significant periods and developments in time. British history is taught chronologically beginning with the first settlements of the Stone Age, Bronze and Iron Ages, then

exploring the significance and impact of invaders such as The Romans and how they shaped Britain at the time and in Year 4 pupils learn about the Anglo Saxons and the Vikings. Chronological knowledge continues to be developed by investigating history beyond 1066 when pupils in Year 5 learn about the Industrial Revolution and how it shaped our local area.

Pupils will also learn about the History of the wider world through Units on Ancient civilisations where substantive concepts such as *continuity and change*, *significance*, *how evidence is used* and *arguments and interpretations* are studied through Units on the Ancient Egyptians, Ancient Greece and the Benin Kingdom.

Knowledge of *substantive concepts* and *disciplinary concepts* have been interleaved across the curriculum, allowing children to encounter and apply these in different contexts. From year to year, unit to unit, the curriculum supports children in making connections and building upon prior *substantive* and *disciplinary* knowledge. The curriculum aims to help children understand how the past is constructed and contested. For example, pupils begin by learning about what a historian does, looking at basic sources and simplified perspectives to develop an appreciation and understanding of what it means to be a historian. As their *substantive knowledge* grows, pupils will be able to ask perceptive questions, analyse more complex sources and begin to use their knowledge to develop perspective. Built around enquiry questions, alongside Chronology, the key disciplinary concepts of *Characteristic Features*, *Continuity and Change*, *Cause and Consequence*, *Interpretations* and *Enquiry* run through our curriculum to ensure progression year by year.

By bringing pupils up to the present day, our Unit on *The Windrush Generation* in Year 6 brings us to the backdrop of *Black Lives Matter* and all-pervasive media coverage of race-related issues. As a predominantly white British school, it is essential that through this study pupils build a well-informed appreciation of the issues concerning race, using their knowledge of changing attitudes to Black people in Britain that stretch back millennia. The key concepts experienced, will be a good preparation for KS3 - these include: empire; migration; exploration and discrimination.

The curriculum will provide pupils with a foundation of understanding and opportunities to draw together their knowledge and skills from across their primary sequence of learning, making references to prior learning and apply their knowledge to form educated opinions, which we hope, will make them curious, active citizens as they move onto secondary education.

Intent

At Alder Coppice Primary School, we aim to educate children about the past with the intention of helping our children to shape the future. The history curriculum begins in EYFS with the 'Understanding the World' strand looking at *past* and *present* and then follows the National Curriculum as a basis for its content and framework in Key Stage 1 and 2.

In line with the 2014 National Curriculum, we want all pupils to:

- gain a coherent knowledge and understanding of Britain's past and that of the wider world, investigating how nations have changed, how empires have risen and fallen and their legacies;

- develop a curiosity to know more about the past – pupils use historical skills to identify, sort and evaluate primary and secondary sources, analyse changes across time, including in the local area and demonstrate historical knowledge through class discussion and debate;
- ask and answer perceptive questions and think critically;
- build skills and knowledge needed to weigh evidence, sift arguments and develop perspective and judgement about events and the role of men, women and children during different time periods, recognising that opportunities for varying groups within society would have been different during the course of history;
- begin to understand the complexity of people’s lives and how significant individuals have impacted history including acknowledging the diversity of societies and relationships between different groups;
- explore their own identity and challenges within their own living memory and make sense of events in the present day.

Implementation

All of our History units of work include carefully considered links to prior learning to ensure pupils are building on their previous learning and forming essential schemas. Pupil’s learning is centred on being inquisitive and analytical; providing children with the skills needed to be successful historians. Pupils are encouraged to make comparisons and ask questions to help not only build detailed schemas of world history but also to build empathy and a wider sense of belonging.

At Alder Coppice we include a range of teaching strategies and techniques aimed at enhancing long term retention of substantive knowledge, including regular retrieval practice. The full details of these can be found in our *Curriculum Policy*. We plan to ensure pupils revisit key themes and concepts and retrieve key knowledge to support long-term memory, which will drive student progress and raise standards across the curriculum.

Some of the key strategies used to support the delivery of the curriculum are:

Knowledge Organisers – Knowledge Organisers are produced as part of each Unit of work and contain key information, vocabulary, significant people and places, diagrams and time lines to support understanding, and are regularly referred to in a Unit of work. Pupils are encouraged to read and share information from these during lessons and help pupils to make links with their learning and digest essential knowledge.

Resource Booklets – These include a copy of the Knowledge Organiser, Retrieval Practice questions in the form of Do Now activities and Exit Ticket questions to practise key learning and any written activity or questions the pupils will answer to support their understanding of a Unit.

Key Vocabulary – As well as introducing pupils to key vocabulary on their Knowledge Organisers, pupils are exposed to challenging vocabulary during an ‘Everybody Reads’ session, where pupils are provided with opportunities to orally rehearse vocabulary, construct sentences and discuss the meaning of key words with their Learning Partners. This supports pupils with

expanding their vocabulary knowledge and embedding new words so pupils have the confidence to use them independently in discussions or in written work.

Retrieval Practice – Throughout a Unit of work, pupils have the opportunity to retrieve prior learning and are supported to make connections and links across lessons or Units in order to support a mastery approach to learning.

Learning Environment – The classroom environment enables pupils' knowledge to develop and evolve – key materials are displayed around the classroom to communicate historical information and key vocabulary and knowledge are displayed throughout the progression of a Unit of study, including timelines to help deepen pupils' understanding of chronology.

Impact

By the end of their primary school journey, pupils will have developed analytical thinking and questioning skills, which will prepare them for being inquisitive life-long learners. They will understand and have appreciation for how the world today was shaped by historical events and significant people and will have secured key knowledge of British and wider world history. Pupils will be able to analyse historical sources and consider reliability as well as asking questions to deepen understanding. Our pupils will become historians with a wealth of transferable skills to prepare them for further education and the world of work.

To measure progress and understanding each Unit of work has an End of Unit Quiz, which is designed to ensure that core knowledge is retained. These quizzes are repeated on a regular basis in line with Rosenshine Principles to support retention in the long-term memory.

Assessment questions are planned into each curriculum Unit of work for pupils to show progression of knowledge and understanding of key concepts taught, either through verbal or written feedback. This allows teachers to assess pupils' skills and knowledge throughout each Unit taught.

Do Now activities completed at the start of each lesson enables the teacher to assess how well pupils have retained key learning from previous lessons or Units of study. These activities ensure key knowledge is consistently called upon and where there are gaps, allows the teacher to identify them and to re-teach and recap where necessary.

The History Subject Leader regularly carries out book trawls and questions pupils to assess the progress of pupils' historical knowledge and understanding of key concepts taught.