



Hawley Primary School History Curriculum 2023 - 2024

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Hawley's History Curriculum 2023 - 2024



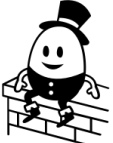























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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Nursery Rhymes 	Wow It's Nighttime 	Off We Go 	All About Bears 	On the Farm 	Under the Sea 
Reception	All about Me 	The World Around Us 	To the Rescue 	Once Upon a Time 	Down on the Heath 	The Rainforest 
Year 1	What is it like in Camden? 	Beryl Gilroy: a significant individual? 	What's the weather like in the UK? 	How have toys changed? 	Down in the Garden 	Why is our canal significant? Camden Canal Project 
	Geography	History	Geography	History	Geography	History
Year 2	Would you prefer to live in a hot or a cold place? 	Wangari Maathai: a significant individual? 	Why is our world wonderful? 	How were schools different in the past? 	What is it like to live by the coast? 	How was the sinking of the Titanic significant? 
	Geography	History	Geography	History	Geography	History



























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Year 3	<p>Why do people live near volcanoes?</p> 	<p>How did technology change the lives of ancient Britons?</p> 	<p>Are all settlements the same?</p> 	<p>Why were the ancient Egyptians so great?</p> 	<p>Why are rainforests important to us?</p> 	<p>What did the ancient Maya achieve?</p> 
	Geography	History	Geography	History	Geography	History
Year 4	<p>Great Britain, The British Isles, The United Kingdom - what's the difference?</p> 	<p>What did the ancient Greeks ever do for us?</p> 	<p>What are rivers and how are they used?</p> 	<p>Why did the Romans invade Britain?</p> 	<p>Where does our food come from?</p> 	<p>Did the settlement by the Anglo-Saxons make Britain better or worse?</p> 
	Geography	History	Geography	History	Geography	History
Year 5	<p>What is the legacy of the Windrush?</p> 	<p>Can I carry out an independent fieldwork enquiry?</p> 	<p>Would you like to live in the desert?</p> 	<p>Were the Vikings raiders, traders or settlers?</p> 	<p>Who lives in Antarctica?</p> <p><i>Exploration and Endeavour</i></p> 	<p>Why was the Kingdom of Benin a success and why should we study it?</p> 
	History	Geography	Geography	History	Geography	History
Year 6	<p>How did WW2 impact London?</p> 	<p>Why does population change?</p> 	<p>Where does our energy come from?</p> 	<p>How has the way Britain catches and punishes criminals changed over time?</p> 	<p>Where would you prefer to live in 1000 CE?</p> 	<p>Can I carry out an independent fieldwork enquiry?</p> 
	History	Geography	Geography	History	History	Geography



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Hawley's History Curriculum Aims

By the time children leave Hawley we want children to be able to:

- **Understand** and **explain** key events in British and World history.
- Know that it is more than just facts. We want to inspire **curiosity** and encourage aspiration
- Understand **history as a discipline** through the teaching of carefully sequenced substantive and disciplinary knowledge
- Gain a **breadth of understanding** through the **Interconnectivity** of our curriculum.
- Develop **enquiry skills** and think critically about sources to distinguish between interpretation and evidence. We want them to understand about different perspectives in history
- Make **connections and identify links** between periods studied to compare and contrast.
- Understand how history has **shaped** our **modern society**.

Curriculum drivers

The following curriculum drivers help shape the design of our curriculum

CREATIVITY	Inspire curiosity in children to ask questions, think creatively and critically to evaluate and analyse historical evidence.
COMMUNITY	Deepen knowledge of the history of our local community, as well as national and global history to cultivate an awareness of how human lives, societal diversity and relationships have changed over time.
EXPERIENTIAL	Using primary sources of evidence, including significant artefacts found in local museums, to deepen children's substantive and disciplinary knowledge.
ASPIRATIONAL	Awareness of significant global, British, and local historical figures and events as well developing empathy and drawing lessons from past mistakes.



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National Curriculum Coverage			
	Autumn	Spring	Summer
Year 1	Beryl Gilroy: a significant individual? the lives of significant individuals in the past who have contributed to national and international achievements.	How have toys changed? changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Why is our canal significant? significant historical events, people and places in their own locality
Year 2	Wangari Maathai: a significant individual? the lives of significant individuals in the past who have contributed to national and international achievements.	How were schools different in the past? changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	How was the sinking of the Titanic significant? events beyond living memory that are significant nationally or globally
Year 3	How did technology change the lives of ancient Britons? changes in Britain from the Stone Age to the Iron Age	Why were the ancient Egyptians so great? the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt	What did the ancient Maya achieve? a non-European society that provides contrasts with British history Mayan civilization c. AD 900
Year 4	What did the ancient Greeks ever do for us? Ancient Greece – a study of Greek life and achievements and their influence on the western world	Why did the Romans invade Britain? the Roman Empire and its impact on Britain	Did the settlement by the Anglo-Saxons make Britain better or worse? Britain's settlement by Anglo-Saxons and Scots
Year 5	What is the legacy of the Windrush? a local history study a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Were the Vikings raiders, traders or settlers? the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Why was the Kingdom of Benin a success and why should we study it? a non-European society that provides contrasts with British history Benin (West Africa) c. AD 900-1300.
Year 6	How did WW2 impact London? a local history study a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	How has the way Britain catches and punishes criminals changed over time? a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Where would you prefer to live in 1000 CE? a non-European society that provides contrasts with British history



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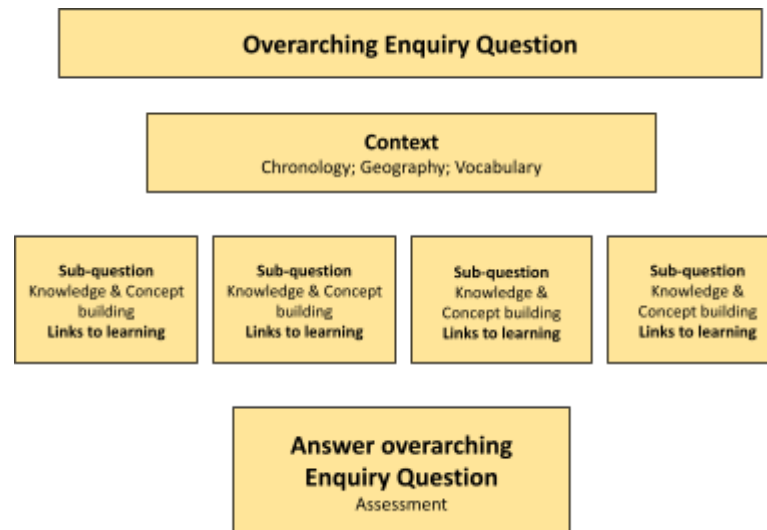
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Teaching and Learning

An enquiry led approach

At Hawley, we use an enquiry led approach. This is because historians use a similar approach. Each unit is framed using an overarching enquiry question. Within the unit, there are 5 or 6 smaller sub- questions which support the children's ability to answer the overarching question. Each lesson begins the same way and revisits the overarching question and asks the children whether we can answer the enquiry yet. Each lesson ends with a review of the learning and how it has helped to answer the overarching question. By using this approach, children gain a sense of the enquiry nature of learning history and also how historians work enabling the children to see themselves as historians too.



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, children will learn how to extract evidence from sources; evaluate interpretations; begin to understand how our knowledge of the past is constructed; develop chronological understanding; and make connections between time periods. Historical enquiry skills are mapped out on our progression map. Each unit is framed using an enquiry question. Within each enquiry, children develop first and second order concepts (substantive and disciplinary knowledge).

Substantive knowledge

Refers to the residual knowledge children take away from each unit after it has been taught. It consists of core facts and historical knowledge about the time period, such as historical narrative, significant events or people, period features, chronology and substantive concepts.



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Substantive concepts

These are the concepts that children will come across repeatedly across their learning in history in order for them to be meaningful and supportive in making conceptual connections. They are concepts that mean slightly different things across different contexts. By encountering these more than once, children will slowly build up their understanding of these concepts throughout history. Subsequently, their understanding grows more complex, therefore, we have considered how these substantive concepts will be experienced across the school curriculum so that generative learning can develop.

The substantive concepts we focus on at Hawley are:

Civilisation (Social and Cultural)	The substantive concept of civilisation refers to a complex and advanced stage in the development of human societies characterised by various features, including social organisation, cultural achievements, technological advancements, and often a settled or urbanised way of life. Civilizations represent a higher level of human organisation beyond basic social structures, typically marked by achievements in arts, sciences, governance, and infrastructure.
Trade	The substantive concept of trade refers to the exchange of goods and services between individuals, communities, or nations. Throughout history, trade has been a fundamental economic activity that has played a crucial role in the development of civilisations and the global economy. The concept encompasses the buying and selling of products and services, typically involving a mutual agreement between parties.
Invasion, settlement and migration	The historical substantive concepts of invasion , settlement , and migration are fundamental aspects of human history, describing various patterns of movement, interaction, and establishment of communities. Invasion refers to the act of forcefully entering a territory or region with the intent of conquest or hostile occupation. Invasions often involve the use of military force and are characterised by aggression, with the goal of establishing control over the invaded territory. Settlement refers to the process of establishing and populating a new community or territory. It involves the construction of permanent dwellings, the development of social structures, and the creation of a stable and organised human habitation. Migration is the movement of people from one place to another, often involving a change in residence. It can be voluntary or forced, temporary or permanent, and is driven by various push or pull factors such as economic opportunities, environmental conditions, political circumstances, or cultural motivations.
Achievements of Humanity	The substantive concept of the achievement of humanity encompasses the notable advancements, accomplishments, and contributions made by human societies over time. These achievements include science, technology, arts, culture, philosophy, governance, and more. The concept reflects the progress and positive impacts that humans have made collectively, shaping the course of history and influencing the development of civilisations.

Distilled to four key concepts

Each unit may focus on one or more substantive concepts, although one concept will be the main focus of the enquiry. The concepts are revisited as children progress through their learning in history. The concepts are made explicit by teachers at the start of the lessons and throughout the enquiry.



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Below is a map which details how these concepts progress across the curriculum.

Substantive Concepts Progression Map						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Beryl Gilroy: How is she a significant figure?	Wangari Maathai: How is she a significant figure?	How did technology change the lives of ancient Britons?	What did the ancient Greeks ever do for us?	What is the legacy of the Windrush?	How did WW2 impact London?
	<u>Achievements of Humanity</u>	<u>Achievements of Humanity</u> Civilisation	<u>Achievements of Humanity</u> Settlement	<u>Achievements of Humanity</u> Civilisation	<u>Settlement and migration</u>	<u>Invasion, settlement and migration</u> Achievements of Humanity
Spring	How have toys changed?	How were schools different in the past?	Why were the ancient Egyptians so great?	Why did the Romans invade Britain?	Were the Vikings raiders, traders or settlers?	How has the way Britain catches and punishes criminals changed over time?
	<u>Achievements of Humanity</u>	<u>Achievements of Humanity</u> Civilisation	<u>Civilisation</u> Achievements of Humanity Trade	<u>Invasion, settlement and migration</u> Civilisation Trade Achievements of Humanity	<u>Invasion, settlement and migration</u> Civilisation Trade	<u>Achievements of Humanity</u> Civilisation
Summer	Why is our canal so significant?	How was the sinking of the Titanic significant?	What did the ancient Maya achieve?	Did the settlement by the Anglo-Saxons make Britain better or worse?	What changes took place when European settlers started trading with the Kingdom of Benin?	Where would you prefer to live in 1000 CE?
	<u>Achievements of Humanity</u>	<u>Achievements of Humanity</u> Settlement and migration	<u>Civilisation</u> Achievements of Humanity	<u>Invasion, settlement and migration</u> Civilisation Achievements of Humanity	<u>Trade</u> Civilisation Invasion, settlement and migration Achievements of Humanity	<u>Civilisation</u> Invasion, settlement and migration Trade Achievements of Humanity



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Disciplinary knowledge

This includes all the skills the children need to develop over time during their history learning. They are skills that will enable them to critically analyse contrasting arguments and interpretations of the past and make reasoned judgements. Disciplinary knowledge is split into disciplinary concepts and historical enquiry.

Disciplinary concepts

These form the basis of many questions historians ask about the past. These concepts will enable children to ask historically-valid questions, create connections, identify contrasts, examine trends and construct analyses. These are mapped out across our curriculum and are revisited within different contexts.

Chronology	How historians secure a timeline of the past and coherent narratives across time
Continuity and Change	How historians make judgments about the nature or pace of change across time
Similarity and Difference	How historians make judgments about the extent of similarity and difference within or between groups, places or societies in the same time period.
Cause and Consequence	How historians make judgments about why an event occurred, or the consequences of an event.
Historical Significance (individual/event)	How and why historians ascribe significance to historical people or events
Evidence - Historical Enquiry and Interpretation	How historians use sources to make claims about the past. How and why historical interpretations are different.

Each unit begins with chronology to contextualise the learning and make links to prior knowledge. Every enquiry includes the use of a range of sources for children to extract evidence from and use to try and answer their overarching enquiry. Children are exposed to evidence and interpretations (primary and secondary sources). The disciplinary concepts are made explicit at the beginning of each lesson in a slide. As children progress through the school, they develop their understanding of the disciplinary knowledge.

In the progression map below, disciplinary knowledge is revisited in different contexts to support children to build more complex understandings of these concepts as they progress through the curriculum. For example, **Continuity and Change**

In EYFS - they explore how transport has changed, comparing an old and new bus. What can I do now that I couldn't in September?

In KS1 - Y1 Toys and games - Begin to understand that some things change (materials/technology) and some things stay nearly the same (design); Y2 schools



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In **KS2** - Prehistoric Britain Y3 - identify key things that stayed the same between periods and Identify key things that changed between periods - homes didn't change that much but move towards farming; Romans Y4 - Identify how Britain changed after the Roman invasion and what stayed the same; Anglo-Saxons Y4; WW2 Y6 - How London changed during the war and what changed as a result.

Disciplinary Knowledge Progression Map						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn Chronology Evidence -Historical Enquiry and Interpretation	Beryl Gilroy: How is she a significant figure?	Wangari Maathai: How is she a significant figure?	How did technology change the lives of ancient Britons?	What did the ancient Greeks ever do for us?	What is the legacy of the Windrush?	How did WW2 impact London?
	Historical Significance	Historical Significance	Continuity and Change Similarity and Difference	Cause and Consequence Continuity and Change Historical Significance	Cause and Consequence Historical Significance	Cause and Consequence Historical Significance
Spring Chronology Evidence Historical Enquiry and Interpretation	How have toys changed?	How were schools different in the past?	Why were the ancient Egyptians so great?	Why did the Romans invade Britain?	Were the Vikings raiders, traders or settlers?	How has the way Britain catches and punishes criminals changed over time?
	Continuity and Change Similarity and Difference	Continuity and Change Similarity and Difference	Historical Significance	Cause and Consequence Continuity and Change Historical Significance	Similarity and Difference	Continuity and Change
Summer Chronology Evidence -Historical Enquiry and Interpretation	Why is our canal so significant?	How was the sinking of the Titanic significant?	What did the ancient Maya achieve?	Did the settlement by the Anglo-Saxons make Britain better or worse?	What changes took place when European settlers started trading with the Kingdom of Benin?	Where would you prefer to live in 1000 CE?
	Historical Significance	Historical Significance Cause and Consequence	Historical Significance	Continuity and Change Similarity and Difference	Cause and Consequence	Similarity and Difference



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Vocabulary

For each enquiry, we identify between 6-8 key disciplinary (tier 2) words that will be taught explicitly within the unit. These are included and defined on the Knowledge Organiser. Often the retrieval starter will focus on vocabulary and teachers will use checks for understanding on vocabulary to assess children's knowledge. A number of words are revisited throughout the curriculum but are used within different contexts. This enables children to gain a deeper understanding of the vocabulary and concepts.

Disciplinary Vocabulary Progression Map						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Beryl Gilroy: How is she a significant figure?	Wangari Maathai: How is she a significant figure?	How did technology change the lives of ancient Britons?	What did the ancient Greeks ever do for us?	What is the legacy of the Windrush?	How did WW2 impact London?
	Significance Timeline Consequence Achievement	Significance Timeline Achievement Evidence	Chronology Time period (age) Technology Archeologist Ancient Artefacts Settlement Impact Evidence	Chronology Ancient Modern Civilisation Artefact Significance Achievement Democracy Legacy	Chronology	Chronology
Spring	How have toys changed?	How were schools different in the past?	Why were the ancient Egyptians so great?	Why did the Romans invade Britain?	Were the Vikings raiders, traders or settlers?	How has the way Britain catches and punishes criminals changed over time?
	Timeline Past Memory Change Old New Compare Contrast	Timeline Evidence Past Present Artefact Change	Time period (age) Civilisation Source of evidence Trade Achievement	Empire Invasion Causes Legacy Consequence Resistance	Archaeologist Sources of evidence Bias Interpret Trade Settlement	Trial Justice Laws (legislation) Deterrent Convicts Rehabilitation
Summer	Why is our canal so significant?	How was the sinking of the Titanic significant?	What did the ancient Maya achieve?	Did the settlement by the Anglo-Saxons make Britain better or worse?	What changes took place when European settlers started trading with the Kingdom of Benin?	Where would you prefer to live in 1000 CE?
			Time period (age) Civilisation Society	Chronology Invasion Migration	Chronology Significance Source of evidence	



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			Glyphs Achievement Trade	Settlement Archaeologist	Reliability Inference Trade Colonisation	
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Assessment

Each enquiry outlines the core knowledge that children should learn by the end of the unit. Every lesson begins with a retrieval starter to assess whether the children have remembered what they learnt last lesson. These may also ask children to retrieve knowledge from previous enquiries and previous years, if the knowledge will support learning in the current enquiry.

In lessons, class teachers will use ongoing formative assessment through targeted questioning, reviewing tasks, checking for understanding, use of vocabulary. Lessons are adapted and misconceptions addressed if necessary.

At the end of the enquiry, a summative assessment is planned. Children are asked to complete a blank Knowledge Organisers to recall the knowledge they have learnt. In addition to this, knowledge catchers are used to provide children with an opportunity to answer the overarching question using their own words to demonstrate their understanding. Both of these summative assessments are adapted to meet the needs of individual children. Any gaps are made aware to the teacher, who can then address these in follow-up sessions.

Knowledge organisers

At the start of each enquiry, children are given a knowledge organiser. The Knowledge Organisers are sent home and stuck inside history books. They are also enlarged and presented on the working wall. At the start of each lesson, the class teacher refers to the knowledge that will be learnt in that lesson. Once taught, and if the children are confident they have learnt it, they highlight the learning on the knowledge organiser.

Why were the ancient Egyptians so great?

History Knowledge Organiser

What I have already learned

- I know
 - prehistoric Britain (Stone age to Iron age) was from 3500 BCE to 43 CE
 - people in stone age Britain were hunter gatherers and used stone tools
 - life in Britain changed during the bronze and iron age when people began farming
 - people began to live in settlements and use tools made from metal

What I will learn

- I will learn
 - the ancient Egyptian civilisation was from 3100 BCE to 322 BCE
 - where the ancient Egyptian civilisation was located
 - who built the Great Pyramid of Giza
 - how Hatshepsut helped the ancient Egyptians to become master builders
 - how Alexander changed what the ancient Egyptians believed and how they depicted their art



Great Pyramid of Giza



Ancient Egypt and the River Nile



Pharaoh Hatshepsut



Pharaoh Alexander

Key Vocabulary

Time Period (age)	A large interval of time that is meaningful in history because of its particular characteristics
Civilisation	A large group of people who share certain advanced ways of living and working
Source of evidence	Fragments of the past that remain and are used by historians to construct their work
Trade	The buying and selling of goods and services
Achievement	A thing done successfully with effort, skill, or courage

KEYWORD HISTORY TIMELINE



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Why is our World Wonderful?

Geography Knowledge Organiser

What I have already learned

- I know
 - there are different countries in the UK
 - the difference between human and physical features
 - the continent of Africa and some countries that are in it
 - there are 7 continents and their names

What I will learn

- I will learn
 - the names of the 5 oceans
 - the locations of some human and physical features on a world map
 - the difference between seas and oceans



The Statue of Liberty



Mount Etna



Great Wall of China



World map showing continents and oceans



Mount Erebus



Amazon Rainforest



The Pyramid of Giza



Great Barrier Reef

Key Vocabulary

sea	A smaller area of saltwater, surrounded by land but connected to the ocean. Smaller than an ocean
ocean	A large body of saltwater that covers a huge part of the Earth
continent	An enormous piece of land, much bigger than a country
country	A country is an area of land with its own group of people and leaders, such as the United States or China
locate	to exactly find where something is
landmark	something important and easy to see, like a statue or building that helps you know where you are

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What's The Weather Like in the UK?


Geography Knowledge Organiser

What I have already learned


- I know
 - the different types of weather
 - what clothes are good for different types of weather

What I will learn


- I will learn
 - the four countries of the UK
 - the four compass points
 - the capital cities of the UK
 - that the weather is different in different parts of the UK



Four compass points



Four seasons



Map of the UK showing the four countries

Key Vocabulary

country	a land controlled by a single government
capital city	the city where the government is located
weather	what the conditions are like in a particular place
seasons	the cycle of weather changes
compass	a tool for finding direction

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Retrieval practice: At the start of each lesson, children have an opportunity to retrieve their prior learning. This helps to embed the knowledge into their long term memory. This part of the lesson takes a maximum of 5 minutes to complete but enables teachers to identify gaps and address misconceptions. Quizzes, speaking like an expert, and quick fire recall are some of the strategies used.

History Progression map						
	Early Learning Goals	Nursery	Reception			
Understanding the World	<p>Talk about the lives of people around them and their roles in society;</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p>	<p>Begin to make sense of their own life-story and family's history.</p>	<p>Begin to make sense of their own life-story and family's history;</p> <p>Comment on images of familiar situations in the past;</p> <p>Compare and contrast characters from stories, including figures from the past;</p>			
Disciplinary Concepts						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	<p>Sequence artefacts and events that are close together in time;</p> <p>Sequence pictures from different periods;</p> <p>Describe memories and changes that have happened in their own lives;</p>	<p>Sequence artefacts and events that are close together in time;</p> <p>Sequence pictures from different periods;</p> <p>Order dates from earliest to latest on simple timelines;</p> <p>Describe memories and changes that have</p>	<p>Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;</p> <p>Understand that a timeline can be divided into BCE (Before Common Era) and CE (Common Era).</p>	<p>Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;</p> <p>Understand that a timeline can be divided into BCE (Before Common Era) and CE (Common Era).</p>	<p>Order an increasing number of significant events, movements and dates on a timeline using dates accurately;</p> <p>Accurately use dates and terms to describe historical events;</p> <p>Understand how some historical events/periods occurred concurrently in</p>	<p>Order an increasing number of significant events, movements and dates on a timeline using dates accurately;</p> <p>Accurately use dates and terms to describe historical events;</p> <p>Understand how some historical events/periods occurred concurrently in</p>



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	Use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time.	happened in their own lives; Use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time.			different locations, e.g. Mayan civilisation and Anglo-Saxons.	different locations, e.g. Mayan civilisation and Anglo-Saxons.
Continuity and Change	<p>Begin to identify old and new things across periods of time through pictures, photographs and objects;</p> <p>Begin to understand that some things change and some things stay nearly the same.</p>	<p>Begin to identify old and new things across periods of time through pictures, photographs and objects;</p> <p>Begin to understand that some things change and some things stay nearly the same.</p>	<p>Identify key things that stayed the same between periods;</p> <p>Identify key things that changed between periods;</p> <p>Start to explain the impact of some changes that have happened throughout different periods of time;</p> <p>Identify that there are reasons for continuities and changes across periods of time and explain some of these;</p> <p>Start to understand that there are times in history when change happens suddenly.</p>	<p>Identify key things that stayed the same between periods;</p> <p>Identify key things that changed between periods;</p> <p>Start to explain the impact of some changes that have happened throughout different periods of time;</p> <p>Identify that there are reasons for continuities and changes across periods of time and explain some of these;</p> <p>Start to understand that there are times in history when change happens suddenly.</p>	<p>Identify why some changes between different periods of time have had more significant consequences than others;</p> <p>Explain why some periods in history may have had more changes (e.g. post-war Britain) and some may have had more continuity;</p> <p>Start to categorise some types of changes into political, economic social and technological;</p> <p>Understand that there are times in history when change happens suddenly and these moments of change can be referred to as 'turning points' in history;</p> <p>Understand and describe in some detail the main changes to an aspect of a period in history.</p>	<p>Identify why some changes between different periods of time have had more significant consequences than others;</p> <p>Explain why some periods in history may have had more changes (e.g. post-war Britain) and some may have had more continuity;</p> <p>Start to categorise some types of changes into political, economic social and technological;</p> <p>Understand that there are times in history when change happens suddenly and these moments of change can be referred to as 'turning points' in history;</p> <p>Understand and describe in some detail the main changes to an aspect of a period in history.</p>
Similarity and Difference	Start to understand that during the same period of time, life was different for people in the past, such as	Start to understand that during the same period of time, life was different for people in the past, such as	Identify and give some examples of how life was different for different people in the same and different periods of time, such as	Identify and give some examples of how life was different for different people in the same and different periods of time, such as	Explain and give varied examples of how life was similar and different in the past;	Explain and give varied examples of how life was similar and different in the past;



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	<p>rich and poor, male and female;</p> <p>Identify that some things within living memory are similar and some things are different;</p> <p>Recognise some similarities and differences between the past and the present.</p>	<p>rich and poor, male and female;</p> <p>Identify that some things within living memory are similar and some things are different;</p> <p>Recognise some similarities and differences between the past and the present.</p>	<p>different rights, different religious beliefs;</p> <p>Identify and give some examples of how life was similar in the past.</p>	<p>different rights, different religious beliefs;</p> <p>Identify and give some examples of how life was similar in the past.</p>	<p>Explain and give examples to show that things may have been different from place to place at the same time and for different people;</p> <p>Start to give reasons for these similarities and differences.</p>	<p>Explain and give examples to show that things may have been different from place to place at the same time and for different people;</p> <p>Start to give reasons for these similarities and differences.</p>
Cause and Consequence	<p>Understand that a cause makes something happen and that historical events have causes;</p> <p>Explain that historical events are caused by things that occurred before them;</p> <p>Understand that a consequence is something that happens as a result of something else.</p>	<p>Understand that a cause makes something happen and that historical events have causes;</p> <p>Explain that historical events are caused by things that occurred before them;</p> <p>Understand that a consequence is something that happens as a result of something else.</p>	<p>Understand that a cause is something directly linked to an event and not just something that happened before it;</p> <p>Start to understand that there are short and long-term causes of events;</p> <p>Comment on the importance of the different causes for some key events;</p> <p>Explain a series of directly related events that happened in the lead up to a historical event;</p> <p>Begin to understand that historical events create changes that have consequences;</p> <p>Understand that a consequence is something that happens as a direct result of something else;</p> <p>Understand that historical events have consequences that sometimes last long after the event is over.</p>	<p>Understand that a cause is something directly linked to an event and not just something that happened before it;</p> <p>Start to understand that there are short and long-term causes of events;</p> <p>Comment on the importance of the different causes for some key events;</p> <p>Explain a series of directly related events that happened in the lead up to a historical event;</p> <p>Begin to understand that historical events create changes that have consequences;</p> <p>Understand that a consequence is something that happens as a direct result of something else;</p> <p>Understand that historical events have consequences that sometimes last long after the event is over.</p>	<p>Examine in more detail the short and long-term causes of an event being studied;</p> <p>Understand that some causes may be more significant than others and that some causes are less significant;</p> <p>Begin to understand that historians may not agree on the main causes of an event;</p> <p>Understand that one event can have multiple consequences that impact on many countries and civilisations;</p> <p>Understand that the consequences of one historical event can sometimes become the causes of another.</p> <p>Address and devise historical questions about cause and consequence.</p>	<p>Examine in more detail the short and long-term causes of an event being studied;</p> <p>Understand that some causes may be more significant than others and that some causes are less significant;</p> <p>Begin to understand that historians may not agree on the main causes of an event;</p> <p>Understand that one event can have multiple consequences that impact on many countries and civilisations;</p> <p>Understand that the consequences of one historical event can sometimes become the causes of another.</p> <p>Address and devise historical questions about cause and consequence.</p>



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Historical Significance (individual/event)	<p>Explain reasons why someone might be significant;</p> <p>Talk about why a person was important;</p> <p>Talk about why the event was important and what happened.</p>	<p>Explain reasons why someone might be significant;</p> <p>Talk about why a person was important;</p> <p>Talk about why the event was important and what happened.</p>	<p>Begin to understand that historical significance is a decision that people living in modern times make about what they feel are important aspects of the past;</p> <p>Understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us;</p> <p>Identify historically significant people and events from a period of history and give some detail about what they did or what happened.</p>	<p>Begin to understand that historical significance is a decision that people living in modern times make about what they feel are important aspects of the past;</p> <p>Understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us;</p> <p>Identify historically significant people and events from a period of history and give some detail about what they did or what happened.</p>	<p>Explain that historical significance is a personal decision that people make which means that not everyone agrees on who or what is significant;</p> <p>Understand that what we consider to be significant can change throughout different periods;</p> <p>Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally;</p> <p>Identify a range of historically significant people and events from different periods of history and explain why they were significant;</p> <p>Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had.</p>	<p>Explain that historical significance is a personal decision that people make which means that not everyone agrees on who or what is significant;</p> <p>Understand that what we consider to be significant can change throughout different periods;</p> <p>Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally;</p> <p>Identify a range of historically significant people and events from different periods of history and explain why they were significant;</p> <p>Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had.</p>
	Historical Enquiry and Interpretation					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Enquiry	<p>Observe or handle evidence to ask simple questions about the past;</p> <p>Observe or handle evidence to find answers to simple questions about the past on</p>	<p>Observe or handle evidence to ask simple questions about the past;</p> <p>Observe or handle evidence to find answers to simple questions about the past on</p>	<p>Use a range of primary and secondary sources to find out about the past;</p> <p>Construct informed responses through careful selection and</p>	<p>Use a range of primary and secondary sources to find out about the past;</p> <p>Construct informed responses through careful selection and</p>	<p>Recognise when they are using primary and secondary sources of information to investigate the past;</p> <p>Use a wide range of different evidence to collect evidence</p>	<p>Recognise when they are using primary and secondary sources of information to investigate the past;</p> <p>Use a wide range of different evidence to collect evidence</p>



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	<p>the basis of simple observations;</p> <p>Use evidence to explain the key features of events;</p> <p>Sort some objects/artefacts into new and old and then and now.</p>	<p>the basis of simple observations;</p> <p>Use evidence to explain the key features of events;</p> <p>Sort some objects/artefacts into new and old and then and now.</p>	<p>organisation of relevant historical information;</p> <p>Gather more detail from sources such as maps to build up a clearer picture of the past;</p> <p>Regularly address and sometimes devise own questions to find answers about the past;</p> <p>Begin to undertake their own research.</p>	<p>organisation of relevant historical information;</p> <p>Gather more detail from sources such as maps to build up a clearer picture of the past;</p> <p>Regularly address and sometimes devise own questions to find answers about the past;</p> <p>Begin to undertake their own research.</p>	<p>about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites;</p> <p>Select relevant sections of information to address historically valid questions and construct detailed, informed responses;</p> <p>Investigate their own lines of enquiry by posing historically valid questions to answer.</p>	<p>about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites;</p> <p>Select relevant sections of information to address historically valid questions and construct detailed, informed responses;</p> <p>Investigate their own lines of enquiry by posing historically valid questions to answer.</p>
Historical Interpretation	<p>Observe and use pictures, photographs and artefacts to find out about the past;</p> <p>Start to compare two versions of past events;;</p> <p>Start to use stories or accounts to distinguish between fact and fiction;</p> <p>Explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past.</p>	<p>Observe and use pictures, photographs and artefacts to find out about the past;</p> <p>Start to compare two versions of past events;</p> <p>Start to understand that there can be different versions of the same event from the past;</p> <p>Start to use stories or accounts to distinguish between fact and fiction;</p> <p>Explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past.</p>	<p>Look at two versions of the same event or story in history and identify differences;</p> <p>Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p> <p>Begin to understand some of the ways in which historians and others investigate the past.</p>	<p>Look at two versions of the same event or story in history and identify differences;</p> <p>Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p> <p>Begin to understand some of the ways in which historians and others investigate the past.</p>	<p>Find and analyse a wide range of evidence about the past;</p> <p>Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past;</p> <p>Consider different ways of checking the accuracy of interpretations of the past;</p> <p>Start to understand the difference between primary and secondary evidence and start to question its reliability;</p> <p>Know that people in the past represent events or ideas in a way that may be to persuade others;</p> <p>Continue to develop their understanding of how historians and others investigate the past.</p>	<p>Find and analyse a wide range of evidence about the past;</p> <p>Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past;</p> <p>Consider different ways of checking the accuracy of interpretations of the past;</p> <p>Start to understand the difference between primary and secondary evidence and start to question its reliability;</p> <p>Show an awareness of the concept of propaganda;</p> <p>Know that people in the past represent events or ideas in a way that may be to persuade others;</p>



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						Continue to develop their understanding of how historians and others investigate the past.
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Adapting the curriculum for pupils with SEND in history

All students take part in history lessons and study history. For some SEND pupils, this will take place as a reduced curriculum model although curriculum breadth is maintained, with a slight reduction in depth. Teachers identify and break down the components of the subject curriculum into manageable chunks for pupils who find learning more difficult, particularly those with cognition and learning needs. These may be **smaller 'steps'** than those taken by other pupils to avoid overloading the working memory. Despite elements of the learning being broken down into smaller chunks, it remains ambitious for all pupils.

In lessons, adaptive teaching takes place. Teachers **know their children** well and as a result can adapt learning to support their range of needs. We use the EEF (Education Endowment Foundation) **Five a Day principle** which supports all pupils including SEND. Teachers will use these strategies flexibly in response to individual needs, using them as the starting point for classroom teaching for all pupils, including those with SEND.

Tasks are adapted so children all can access them. Teachers also ensure their knowledge and understanding of key substantive and disciplinary concepts is adapted. To do this we use scaffolds, such as cloze procedures, which focus on the core knowledge. They help identify and plug gaps in core knowledge and are not focused on literacy skills. For example, 'Why did the Romans invade Britain? To expand their ____.'

Opportunities for non-written responses are also provided. Children can record their ideas on iPads, take part in role play and drama, debate and discuss, give speeches, or conduct Interviews. For sensory or physically impaired pupils, history learning may necessitate enlarging texts, using clear fonts, using visual overlays, or audio description of images. Dyslexic pupils may benefit from well-spaced print. A variety of additional scaffolds may be used in lessons, such cloze procedures, vocabulary banks, additional visual stimuli or adult support.

Cultural Capital

Community

All children and all communities have cultural capital. Knowing the children we teach and the community they live in well helps us to tailor our curriculum to meet their needs better.

To do this we develop good relationships with parents and the community where ideas, traditions and needs are shared and acted upon.

Using information-finding surveys, cultural ideas workshops, and talking to parents at the start or end of the day provides us with insight into our children's cultural needs



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and potential. This enables us to know where the gaps are, and tailor our curriculum to meet them. For example introducing the Kingdom of Benin unit to represent the our community of West African families.

Teach more than just knowledge

Cultural capital is more than just knowledge. As primary practitioners, we know the value of all the other aspects of actual cultural capital. We know that primary children need conversation, play, first-hand experiences and understanding. Therefore, while it is essential to be truly clear about the knowledge we teach in the curriculum, as part of each subject discipline, we also ensure that our curriculum allows children to use and apply it in various cultural and social contexts.

To do this, we ensure that the projects and lessons we plan as part of our curriculum allow time for children to **use their knowledge to debate, investigate, present and problem-solve**. What we do with knowledge and how we acquire and use it are just as important as what we know.

Oracy

A good grasp of **spoken language** and a varied vocabulary are one of children's most valuable social skills. Therefore, we ensure that our curriculum includes and makes explicit the social and technical vocabulary. Moreover, we ensure that children have plenty of time for quality talk in lessons and activities. We encourage debate, group and paired discussions and have plenty of opportunities for questioning. Conversations with adults are also meaningful.

Embed a variety of cultural experiences

Cultural capital exists in every community, both in the people that live there and the built and social environment. Therefore we make use of the **places, spaces, monuments, museums and historical buildings** within our community and embed their use within our curriculum. This helps us to ensure cultural experiences provide local knowledge and contexts to topics and projects.