



History in the Stanton Bridge Primary Curriculum

Intent

Stanton Bridge Primary School's Curriculum Statement of Intent has been constructed to reflect and incorporate each curriculum subject whilst ensuring that each subsequent content designed meets the intent at every opportunity.

Thus, the context - past, present and future - are factored in. The past - family influences, social experience and how that may contribute to their new experiences. The present - school and expanding social networks, and how this can positively shape their future given the right environmental and social factors. Finally, the future - in search of what awaits them in a fast-evolving technological world.

Hence the premise upon which our pupils will grow:

- High ambition.
- Rich in language with a passion for learning.
- Habits of Mind that serves to support achievement across all areas of learning.
- Strong basis for continuous academic growth beyond their primary years.
- Ability to regulate their social, emotional well-being, with knowledge & skills to tap into a bank of resources that enable them to be flexible in their approach to problem-solving.
- Stand shoulder to shoulder and thrive with others in a range of different roles, exhibiting leadership qualities and skills.
- Acknowledge and appreciate their heritage in world where accepting themselves as individuals and celebrating who they are is key in steering a complex and ever-changing environment.
- Having a voice and knowing that they can make a difference to the world in which they live, changing things for the better.
- Positive relationships and social networks from which they can thrive and excel, seeking and working to include others.
- Belonging to the House of Values, focused on developing **character**, **competence** and **connectedness**.
(Relationships, Equality, Care, Thinking Flexibly and Listening)

Character	Our pupil are taught to learning with a sense of honesty , coming to know, acknowledge and appreciate both strengths and areas for further growth learning. They are then taught to respect the learning ahead of them and to appreciate this opportunity to learn where this is not the case for many across the world.
Competence	Pupils will have high aspiration for learning, demonstrate confidence in key concepts learned, use subject specific vocabulary, working both independently and interconnected dependent on task set.
Connectedness	Pupils will work in harmony with others, within familiar and unfamiliar surroundings.



Implementation:

Pedagogy: The understanding of how concepts are taught.

Pedagogy is the 'method of teaching'. At Stanton Bridge, we use the Barak Rosenshine's Principles of Instruction to establish Effective Teaching Practice. This is further strengthened by the use of Thinking Frames that support in the development of Metacognition. Our school's approach to Teaching and Learning is rooted in the Science of Learning and as such, all staff members are routinely engaged in school improvement activities to develop pedagogy and specific CPD to ensure subject content is expertly delivered. This of course sits alongside individualised mentoring and coaching to support continuous improvements in practice. Responsive coaching also serves to ensure each adult knows the relevant next steps to maximise learning opportunities for all groups of pupils.

Core concepts

Core Concepts in History				
<p>Chronology Chronology in history refers to the arrangement of events in the order in which they occurred. It is the study of how time is organised and divided in relation to historical events.</p>	<p>Diverse overview of world history Pupils will be exposed to units which give a broad and diverse understanding of history.</p>	<p>Investigation Pupils will seek out and analyse a wide range of evidence to secure their understanding of the past.</p>	<p>Historical communication Pupils will apply oracy, literacy and maths and computing skills to respond to enquiry questions.</p>	<p>Historical enquiry Pupils will ask questions and hypothesise about the past, using a range of interpretations to give a fair perspective.</p>

History Delivery:

Lesson timings	Type of delivery
<p>Lesson are weekly for 50 mins per lesson. History is taught in half termly blocks. Children are taught 3 half termly blocks per year.</p>	<p>History lessons are predominantly discrete to enable focus on the core concepts of history although vocabulary is continually developed using sentence stems and tiers universally across the subject areas.</p>



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History Planning:

Lesson Structure

Lesson Structure	Notes
1. Starter	Key skills focussed.
2. Review	Pupils review prior learning (previous lesson, previous topic, previous year) in the form of low-stake quizzes.
3. Learning Intention Learning Outcomes Vocabulary	Teacher to share learning intention, learning outcomes and key vocabulary including definitions and images.
4. Main Teach	Didactic teaching of the key concepts.
5. Teacher Model	Teacher to verbalise thinking out loud, with no pupil input.
6. Shared Model	Pupil input using directed questions.
7. Independent	White board work and teachers check through questioning and observation.
8. Main Task	Independent/pair/groups – pupils practice and embed new concept/consolidate through scaffolded tasks designed tasks by their teacher. Teacher facilitates learning through teacher live marking and checks on progress throughout the lesson, intervene and question for understanding, furthering knowledge.
9. Plenary/Reflection	Check in at the end or during the lesson, flexible, as and when best suited.



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Annual Organisation

Year Group	Autumn	Spring	Summer
Nursery	Topic: People, Culture and Communities	Topic: Past and Present	Topic: The Natural World
Reception	Topic: People, Culture and Communities	Topic: Past and Present	Topic: The Natural World
Year 1	Topic: Globetrotters Historical Unit: The Gun Powder Plot	Topic: Up, Up and Away Historical Unit: Significant Individuals – Neil Armstrong and Tim Peake	Topic: Hats, & Shades, Buckets & Spades Historical Unit: Schools & Seaside in the past
Year 2	Topic: Globetrotters Historical Unit: The History of Transport	Topic: Sparks will Fly Historical Unit: The Great Fire of London	Topic: MasterChef Historical Unit: Significant Individuals: Florence Nightingale and Mary Seacole
Year 3	Topic: Globetrotters Historical Unit: The History of our Monarchy	Topic: Mythical Museum Historical Unit: Ancient Greeks	Topic: Dinosauria Historical Unit: The Stone Age
Year 4	Topic: Globetrotters Historical Unit: The Romans	Topic: The Marauders Historical Unit: The Vikings	Topic: Volts & Bolts Historical Unit: The Anglo-Saxons
Year 5	Topic: Globetrotters Historical Unit: The Anglo-Saxons and Scots	Topic: Infinity and Beyond Historical Unit: Space Explorers	Topic: Castle Attack! Historical Unit: Castles and the Medieval Times
Year 6	Topic: Globetrotters Historical Unit: The Kingdom of Benin	Topic: Tomb Raiders Historical Unit: The Ancient Egyptians	Historical Unit: World War II



Impact

The ultimate test of the impact of the curriculum is in whether the students know what you want them to know, and what you think they should know. This has been carefully mapped against the core concepts for history in the tables on the following pages. To determine this, we check and monitor children's learning, providing teachers and students with information about progress and analysis of deliberate retrieval practice. We need to be able to fluidly use 'checking for understanding' techniques in the moment as well as being able to know what has been learnt and retained over time and the depth of that learning:

- We use checking for understanding techniques through quizzes and questions to ensure we are aware of all students learning during the lesson and adapt the pace as necessary.
- Retrieval practice is built in where most impactful to interrupt the forgetting curve and secure constructs in long term memory.
- Depth of knowledge is then assessed through end of unit assessment quizzes, teacher discussion and observation and pupil portfolios on Showbie. Pupils are assessed against core concepts, which is then recorded on DC Pro.

History Specific Impact Measures

In History quizzing is used as a method of assessing pupils understanding at the end of a core concept to analyse the extent to which knowledge has been consolidated into long-term memory. Retrieval practice tasks throughout the lessons also interrupt the forgetting curve to enable faster access to prior learning.



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Progression Points against the Core Concepts.

Core Concept	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological	Understand their own personal timeline so far and begin to recognise the concept of before and after. Use dates where appropriate. Place events and artefacts in order on a time line. Label time lines with words or phrases such as: older and newer, before and after.	Recount changes that have occurred in their own lives. Use dates where appropriate. Place events and artefacts in order on a time line. Label time lines with words or phrases such as: past, present, older, newer, before and after.	Place events, artefacts and historical figures on a time line using dates. Use dates and terms to describe events. (decade, century, period, era)	Place events, artefacts and historical figures on a time line using dates. Use dates and terms to describe events. (decade, century, period, era) Use a timeline, along with evidence, to explain areas of significant change in the past	Describe the main changes in a period of history (using terms such as: social, religious, political, technological, cultural) Identify periods of rapid change in history and contrast them with times of relatively little change on a timeline.	Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. (using terms such as: social, religious, political, technological, cultural) Use dates and terms accurately in describing events.
Diverse Overview of World History	Understand that historical events happen all around the world. Locate significant people from the past on a map and on a timeline. Identify similarities and differences across the events/people studied.	Describe historical events that have happened around the world. Recognise that there are reasons why people in the past acted as they did. Compare and recognise similarities and differences across time periods.	Describe changes that have happened in the locality of the school throughout history. Give a broad overview of life in Britain from (time periods tbc) Describe the social, ethnic, cultural or religious diversity of past societies and compare it to today.	Explore and compare what was happening around the world at the same time in the periods studied to build a clear picture of world history. Explore how the beliefs, attitudes and experiences of men, women, children, groups were similar and different in other places and compare it today.	Identify continuity and change in the history of the locality of the school. Give a broad overview of life in Britain from the past to now. Compare experiences of the past based on attitudes and beliefs and use it to inform their own understanding of the world today.	Explore why the major changes in the local community might have happened in relation to the bigger historical picture (nationally or globally) considering cause and consequence. Understand how people's lived experience of the past influenced future choices and impacts people today.
Investigation	Use a range of artefacts, pictures, stories, online sources and databases to find out about the past. Ask questions about the evidence. Such as: What was it like for people? What happened? How long ago?	Observe or handle evidence to ask questions and find answers to questions about the past. Identify some of the different ways the past has been represented.	Use a range of evidence to ask perceptive questions and infer about the past. Suggest suitable sources of evidence for historical enquiries.	Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.	Use sources of evidence to deduce information about the past and think critically. Understand that no single source of evidence gives the full answer to questions about the past. Select suitable sources of evidence, giving reasons for choices.	Seek out and analyse a wide range of evidence in order to justify claims about the past. Use sources of information to form testable hypotheses about the past. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied



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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Communication	Orally explain a timeline using key words. Storytelling is used to promote oracy and the idea of passing of time. Use common words and phrases that relate to the passing of time.	Orally explain the passing of time through the use of appropriate historical vocabulary. Understanding is portrayed through drama, written responses, presentations.	Use oracy, literacy, maths and computing skills to respond to enquiry questions. Use appropriate historical vocabulary. Begin to use evidence to support findings.	Use oracy, literacy, maths and computing skills to respond to enquiry questions. Use appropriate historical vocabulary to communicate a viewpoint. Evidence is used to justify opinions.	Use oracy, literacy, maths and computing skills to an exceptional standard to respond to enquiry questions. Use appropriate historical vocabulary to communicate more than one view point. Use original ways to present information and ideas.	Use oracy, literacy, maths and computing skills to an exceptional standard to respond to enquiry questions Thoughtful selection and organisation of relevant historical information.
Historical Enquiry	Enquiries based around the concept of significance. Understand the words important, hero, change.	Explore the idea of significance in relation to people, events and places locally, nationally and globally. Recognise similarities and differences in the periods studied.	Enquiries based around change and continuity. Begin to understand the significance these changes brought to the historical narrative of the time period both nationally and globally. Recognise similarities and differences within the same time periods in other places.	Enquiries based around change and continuity. Recognise the significance these changes brought to the historical narrative by comparing similarities and differences within the same time periods in other places Explore different interpretations of events to build a wider perspective of events at the time.	Enquires around cause and consequence. Begin to question why change happened and what this resulted in. Explore the relevance of different interpretations of history to get a wider perspective.	Enquires around cause and consequence. Understand why change happened and what this resulted in. Use a range of interpretations of the past to give a fair perspective. Form an informed judgement on past events and consider how these actions may impact their future.