

### **Implementation of the History Curriculum:**

Through our History Curriculum, we aim to inspire in pupils a curiosity and fascination about Britain’s past and that of the wider world. In each year group, children will study three units of history across the school year. Often this unit will form the basis of that term’s topic enabling the children to fully immerse in their history learning. In ensuring high standards of teaching and learning in history, we implement a curriculum that is progressive throughout the whole school for the development of history knowledge and skills. For younger children in Early Years and Key Stage 1, this incorporates changes in living memory, and learning about the lives of significant people and events of the past. In Key Stage 2, the focus broadens out to Britain’s early history, how it has influenced and been influenced by the wider world, in addition to understanding the significant aspects of the history of the wider world through ancient civilisations and empires.

<b>History Skills</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>	<b>YEAR 6</b>
1. Chronological understanding 2. Historical enquiry 3. Historical interpretation 4. Knowledge and understanding of events, people and changes in the past 5. Organisation and communication	<b>Changes over time – BUILDINGS/Castles</b>  <b>A significant event: CONCORDE - transport</b>  <b>A significant individual: SCOTT OF THE ANTARCTIC - explorers</b>	<b>Changes over time – VICTORIANS - toys</b>  <b>A significant event: Moon Landing</b>  <b>A significant individual: Grace Darling</b>	<b>Changes in Britain from the Stone Age (Neolithic) to the Iron Age</b> (hunter-gatherers and early farmers - Bronze age religion, technology & travel; Iron age hill forts)  <b>Roman Empire and its impact on Britain</b> (British Resistance; ‘Romanisation’ of Britain – impact of technology; culture and beliefs)	<b>Britain’s settlements by Anglo-Saxons and Scots</b> (Roman withdrawal from Britain; Scots invasion)  <b>Vikings</b> (Invasions, settlements & kingdoms; Viking invasions; Danegald)  <b>Mayan civilisation</b>	<b>World history - Early civilisation: BENIN &amp; MALI</b>  <b>Theme/Turning Point in British History (eg: Slavery; Industrial Revolution): SLAVE TRADE &amp; BRISTOL</b>  <b>Local History Study: BRISTOL</b>	<b>World History – Early Civilisation: ANCIENT GREECE</b>  <b>Theme/Turning Point in British History: EVOLUTION &amp; DARWINISM</b>  <b>Modern History (since 1900) (Eg: space race, wars, democracy): WWII</b>

To ensure that all children fully develop as historians, our curriculum is built around the five main history skills in the National Curriculum:

- Chronological understanding:** ensuring that children understand not only the sequence of events within a history unit, but also how that period in history links chronologically with other key periods in history. For example: showing an awareness and understanding that key events in British history were happening while other civilisations/empires were flourishing.
- Historical enquiry:** providing children with pupil-sized enquiries so that they actually DO history. This means working with sources in their raw form; asking their own questions; seeking out relevant supporting material; and attempting to draw out their own tentative conclusions from the evidence before them.
- Historical interpretation:** providing carefully planned opportunities across a key stage for pupils to challenge widely held historical views using a wide range of rich resources and a variety of accounts of the past. This allows children to explore and learn that history is a problem-solving subject and to enable them to have those ‘penny drop’ moments!
- Knowledge and understanding of events, people and changes in the past:** providing a wealth of opportunities to inspire children’s curiosity to know and understand more about the past. Also ensuring that they develop deep learning across a range of historical periods, significant events and people, and local historical studies.
- Organisation and communication:** ensuring that children have access to, and a thorough understanding of, historical terms and the key vocabulary within each history unit. Also providing children with direct links to English in order to enable children to organise and communicate their learning and skills in history. For example: when exploring a key question to develop children’s understanding of why events happen, then there are direct links to explanatory writing.

**History non-negotiables:**

- History skills should be taught when linked to topics and where possible they should ensure real world application. The teaching of the core history skills should follow the progression shown in the table below. Teachers are to monitor children's progress during and at the end of each history topic taught. They are to monitor against the key skills for their year group and record them on the 'History Progression of Skills Assessment Matrix' for their year group. Children will be recorded either as: working below, working at, or working above age-related expectations. Teachers can reference the whole-school skills progression to assist them. These will then be passed onto the next class teacher.

**History progression of skills from Reception to Year 6:**

HISTORY SKILL	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Chronological understanding</b>	<ul style="list-style-type: none"> <li>Children talk about past and present events in their own lives and in the lives of family members.</li> <li>They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</li> </ul>	<ul style="list-style-type: none"> <li>I can sequence events in my life.</li> <li>I can sequence 3 or 4 artefacts from distinctly different periods of time.</li> <li>I can match objects to people of different ages.</li> </ul>	<ul style="list-style-type: none"> <li>I can sequence artefacts closer together in time - check with reference books.</li> <li>I can sequence photographs etc from different periods of their life.</li> <li>I can describe memories of key events in lives.</li> </ul>	<ul style="list-style-type: none"> <li>I can place the period of time studied on a timeline.</li> <li>I can use dates and terms related to the unit of study and passing of time.</li> <li>I can sequence several events or artefacts.</li> </ul>	<ul style="list-style-type: none"> <li>I can place events from the period studied on the timeline.</li> <li>I can use terms related to the period and begin to date events.</li> <li>I understand more complex terms, eg: BC/AD.</li> </ul>	<ul style="list-style-type: none"> <li>I know and can sequence key events of period of time studied.</li> <li>I can use relevant terms and period labels.</li> <li>I can make comparisons between different times in the past.</li> </ul>	<ul style="list-style-type: none"> <li>I can place current period of time studied on timeline in relation to other times studied.</li> <li>I can use relevant dates and terms.</li> <li>I can sequence up to 10 events on a timeline independently.</li> </ul>
<b>Interpretation</b>	<ul style="list-style-type: none"> <li>Pretending objects are things from their experience.</li> <li>Acting out experiences with other people.</li> <li>Showing curiosity about objects, events and people.</li> </ul>	<ul style="list-style-type: none"> <li>I can use simple taught stories to distinguish between fact and fiction.</li> <li>I can compare adults talking about the past, thinking about how reliable their memories are.</li> </ul>	<ul style="list-style-type: none"> <li>I can compare 2 versions of past event.</li> <li>I can compare pictures or photographs of people or events in the past.</li> <li>I can discuss the reliability of photos/accounts/stories.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify and give reasons for different ways in which the past is represented.</li> <li>I can distinguish between different sources – comparing different versions of the same story.</li> <li>I can look at representations of the period studied: museum, cartoons, books etc.</li> </ul>	<ul style="list-style-type: none"> <li>I can look at the evidence available.</li> <li>I can begin to evaluate the usefulness of different sources.</li> <li>I can use textbooks and historical knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>I can compare accounts of events from different sources – fact or fiction.</li> <li>I can offer some reasons for different version of events.</li> </ul>	<ul style="list-style-type: none"> <li>I can link sources and work out how conclusions were arrived at.</li> <li>I can consider ways of checking the accuracy of interpretations – fact, fiction and opinion.</li> <li>I can be aware that the different evidence will lead to different conclusions.</li> <li>I can confidently use the library and internet for research.</li> </ul>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Historical enquiry</b></p>	<ul style="list-style-type: none"> <li>✓ Using senses to explore the world around them.</li> <li>✓ Engaging in open-ended activity.</li> <li>✓ Showing particular interests.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can find answers to simple questions about the past from sources of information, eg: artefacts.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can use a source: observe or handle sources to answer questions about the past on the basis of simple observations.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can use a range of sources to find out about a period of history.</li> <li>✓ I can observe small details in artefacts, pictures etc.</li> <li>✓ I can select and record information relevant to the study.</li> <li>✓ I can begin to use the library and internet for research.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can use evidence to build up a picture of a past event.</li> <li>✓ I can choose relevant material to present a picture of one aspect of life in time past.</li> <li>✓ I can ask a variety of questions.</li> <li>✓ I can use the library and internet for research.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can begin to identify primary and secondary sources.</li> <li>✓ I can use evidence to build up a picture of a past event.</li> <li>✓ I can select relevant sections of information.</li> <li>✓ I can use the library and internet for research with increasing confidence.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can recognise primary and secondary sources.</li> <li>✓ I can use a range of sources to find out about an aspect of times past.</li> <li>✓ I can suggest omissions and the means of finding out.</li> <li>✓ I can bring together knowledge gathered from several sources together in a fluent account.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Knowledge &amp; understanding of events, people &amp; changes</b></p>	<ul style="list-style-type: none"> <li>✓ They know about similarities and differences between themselves and others, and among families, communities and traditions.</li> <li>✓ Representing their experiences in play.</li> <li>✓ Taking on a role in their play.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can recognise the differences between past and present in their own and others' lives.</li> <li>✓ I know and can recount episodes from stories about the past.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can recognise why people did things, why events happened and what happened as a result.</li> <li>✓ I can identify differences between ways of life at different times.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can find out about everyday lives of people in the time studied.</li> <li>✓ I can compare with our life today.</li> <li>✓ I can identify reasons for and results of people's actions.</li> <li>✓ I understand why people may have wanted to do something.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can use evidence to reconstruct life in period of time studied.</li> <li>✓ I can identify key features and events of the period of time studied.</li> <li>✓ I can look for links and effects in period of time studied.</li> <li>✓ I can offer a reasonable explanation for some events.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can study different aspects of different people – the differences between men and women.</li> <li>✓ I can examine causes and results of great events and the impact on people.</li> <li>✓ I can compare life in early and late periods of 'times' studied.</li> <li>✓ I can compare an aspect of life with the same aspect in another period.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</li> <li>✓ I can compare beliefs and behaviour with another period of time studied.</li> <li>✓ I can write another explanation of a past event in terms of cause and effect using evidence to support and illustrate my explanation.</li> <li>✓ I know key dates, characters and events of period of time studied.</li> </ul>

<b>Organisation &amp; communication</b>	<ul style="list-style-type: none"> <li>✓ Children express themselves effectively, showing awareness of listeners' needs.</li> <li>✓ They develop their own narratives and explanations by connecting ideas or events.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can use language relating to the passing of time and historical terms.</li> <li>✓ I can communicate my historical knowledge through discussion, drawing pictures, drama/role play, making models, writing, using ICT.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Develop use of historical terms.</li> <li>✓ I can communicate my historical knowledge through discussion, drawing pictures, drama/role play, making models, writing, using ICT.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Develop appropriate use of historical terms.</li> <li>✓ I can recall, select and organise historical information.</li> <li>✓ I can communicate my knowledge and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Develop use of historical terms.</li> <li>✓ I can select and organise information to produce structured work, making appropriate use of dates and terms.</li> </ul>
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### Diversity across the History curriculum:

*If you don't see yourself in the learning you are acquiring, then hereby lies a problem.*

Although Black History Month is taught across the school from Reception to year 6, this is done through Learn Together lessons and it only represents one month of a child's learning. In order to ensure that diversity is taught as an integral part of the History Curriculum at Redfield, we need to make sure that the curriculum is representative of all children. Below are questions to consider as teachers when planning the History Curriculum for your year group and taking into account the needs and experiences of all learners in your class/year group. These questions are advised by the Historical Association and are designed as starting points for discussion and reflection.

#### Questions about diversity when planning History units:

1. Are the pasts of the students we teach represented in our curriculum?
2. Are the pasts of the people of modern Britain represented in our curriculum?
3. Do we help students to understand why some past topics are still highly emotional and sensitive for some groups of people?
4. When students finish their history studies with us will they have learnt that:
  - *Women made up 50+% of people in the past?*
  - *Non-white people have long lived in these islands?*
  - *Non-white people have not only been victims of white oppression?*
  - *There have always been less visible minority groups, such as LGBTQ+ and people with disabilities?*
  - *People were more rounded and complex than the labels people in power/ society gave them?*
  - *The diverse past helps to understand the diverse present?*
5. Do the topics we teach start and end in the right place in order to understand people as fully human people even if they were not white, rich, British and male?
6. Do all the visuals we put in front of students in textbooks, on PPTs etc, reflect the past as diverse as it was and respect people's dignity?
7. Do our students understand that the school curriculum itself is constructed, selected and therefore an interpretation of a very diverse past?

### **Impact of the History Curriculum:**

In order to monitor the effective teaching and progression of these key history skills across the key stages, a range of measures will be used:

- Planning scrutiny focusing on the planned sequences of learning and skills across a year group and specific topics on both long-term and medium-term planning.
- Using 'Comparative Judgements' across year groups using an assessed piece of work to show depth of understanding and links across history skills – **1 per unit**.
- 'Book looks' in children's topic books to find examples of learning showing progression of skills.
- Reviewing and monitoring 'History Progression of Skills Assessment Matrix' for each class to ensure that there is sufficient coverage of the key history skills being taught.
- Subject chats with a range of children across the school once or twice a year to develop a better understanding of their interests and views on the history curriculum.
- A 'History Portfolio' of examples of children's work that shows good practice for each of the key history skills across all year groups and across different history units/topics.
- Opportunities for sharing good teaching/activity ideas for the key history skills during staff meetings throughout the school year.

The impact and measure of this is to ensure that children at Redfield ET are equipped with historical skills and knowledge that will enable them to be 'secondary ready' and for life as an adult in the wider world.