

# HISTORY Curriculum Overview



<p><b>Aims</b> To 'help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world' (National Curriculum 2014).</p>	<p><b>Big Ideas</b> The <u>golden threads</u> that run throughout our history curriculum are:</p> <ul style="list-style-type: none"> <li>• Settlements and society</li> <li>• Migration</li> <li>• Trade</li> <li>• Legacy</li> <li>• Religion and beliefs</li> <li>• Local history</li> </ul> <p>Not every unit will contain all the golden threads, but these will be revisited repeatedly from Y1-6 and embedded where possible in EYFS.</p>	<p><b>Content and Sequencing</b> We use an enquiry based approach to teach history. Each Unit has an overarching key enquiry question which is further broken into lesson by lesson smaller questions. Each smaller question helps to build up the knowledge and information needed to answer the overarching enquiry. Each unit is planned around the second order concepts of: Chronology, Similarity &amp; difference, Cause and consequence, Change and continuity, Significance, Historical Interpretation and Handling Evidence. <b>EYFS:</b> How have I changed in my lifetime? Have seaside holidays always been the same? How can stories and books tell us about the past? <b>Y1:</b> Why do we remember the 5<sup>th</sup> November? How have toys changed through time? How have the houses in Hingham changed over time? <b>Y2:</b> Why are explorers significant? Why is there a castle in Norwich? How did the 'Great Fire' of 1666 change London? <b>Y3:</b> How did the lives of Ancient Britons in East Anglia change during Prehistory? What was it like to be a child in Norfolk living through the Second World War? What is important for a civilisation to be successful? <b>Y4:</b> Who were the Ancient Egyptians and what did they accomplish? Why were the Romans important for Britain? When was the best time to be a criminal in the last 1000 years? <b>Y5:</b> Were the Ancient Greeks different to any other people? Why did Baghdad become a world power? Who were the Anglo Saxons and how did England change after they settled? <b>Y6:</b> Should the Viking Age be remembered as a time of raiders or of settlers? Why was the industrial revolution a turning point in history? Why is there a Hingham in North America?</p>	
<p><b>Links with other subjects</b> <b>English:</b> Sources of evidence in History often include written texts which we use as much as possible when thinking like historians in the classroom and examining the past. Class readers and reading skills texts are often set in historical time periods. Where appropriate, English units might be linked to historical themes studied within that term. <b>Geography:</b> Geographical factors significantly influence historical events, and in turn, human actions and historical developments shape the landscapes we see today. Where possible, links are made between localities studied in geography lessons and time periods / civilisations in history. <b>RE:</b> History examines the impact of religion on societies and cultures throughout time. Studying both RE and History together provides a more holistic understanding of the world. Religions and beliefs are one of our golden threads woven throughout our history curriculum. <b>Computing:</b> The internet is an excellent interpretive source for historical enquiry looking for information or artefacts to help us to learn more about the past. 3D virtual renditions of historical artefacts and locations are a useful tool when the real thing can't always be available.</p>	<p><b>Retrieval practice (at age appropriate points)</b> We use low stakes quizzes or CLIP groups (such as Catch One Partner) based on subject related vocabulary or facts to revisit subject knowledge throughout the year. Lessons start with a 'brain box' task refreshing previous learning. By tracking the golden threads throughout the history curriculum, it is possible to reinforce and embed previous learning at various points in new topics as children move through the school. Hot tasks are used to assess learning at the end of each unit.</p>	<p><b>Progress</b> Progression in History is characterised by:</p> <ul style="list-style-type: none"> <li>• an increasing knowledge and understanding of British, world and local history within an increasingly secure chronological framework</li> <li>• children asking and answering more complex questions about the past</li> <li>• making links and connections within and between different areas of the content specified in the history curriculum (our golden threads)</li> <li>• an increasing understanding of the second order concepts</li> <li>• an increasing proficiency in the effective use of historical enquiry and selection of evidence</li> <li>• an increasing awareness of the different ways the past is represented and interpreted</li> <li>• using a greater depth and range of historical knowledge and vocabulary to provide more reasoned explanations</li> <li>• becoming more independent in learning.</li> </ul> <p>At the start and end of each unit of work, children use the key enquiry question as the basis for a cold / hot task. In addition to this summative assessment we:</p> <ul style="list-style-type: none"> <li>• watch pupils as they work in history</li> <li>• listen to pupils as they talk about their learning in history</li> <li>• question pupils</li> <li>• discuss and review pupils' work with them</li> <li>• live mark pupils' work</li> <li>• ask pupils to assess their work or the work of their peers</li> </ul>	<p><b>Support and Challenge</b> All children access the History curriculum. Where appropriate visual aids and knowledge organisers and small group overlearning may be necessary. Opportunities are provided for recording learning in different ways, such as creating vlogs and the use of voice notes in Seesaw. Collaborative learning (CLIP) opportunities provide a safe space for children to gather and share ideas. Tasks are designed to reduce cognitive load and to provide visual organisational structures to help structure and guide thinking.</p>

