

History Curriculum

Implementation

'let your light shine'
Matthew 5:16



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1. Modular knowledge approach



History is taught across each year group in modules that enable pupils to study in depth chronological understanding, skills and vocabulary. Each module aims to activate and build upon prior learning, including EYFS, to ensure better cognition and retention. All modules in KS2 are taught in chronological order to aide the children's ability to make connections with prior learning.

Each module is carefully sequenced to enable pupils to purposefully layer learning from previous sessions to facilitate the acquisition and retention of key historical knowledge and skills.

Each module is revisited either later in the year or in the following year as part of a spaced retrieval practice method to ensure pupils retain key knowledge and information.

Do Nows, Hinge Knowledge questions, Reteach and Retrieval weeks are also used to support retention of knowledge.

2. Developing Disciplinary knowledge and skill development



As well as ensuring pupils are taught key chronological knowledge, each module is designed to offer pupils the opportunity to undertake historical enquiries and develop their skills as a historian in asking questions, using and referring to sources, collecting and analysing information and drawing conclusions. Key sources of evidence are also signposted on the medium-term planning.

Do Now Activate prior learning (previous year group / own)			How did the Great Fire of London start (Year 2 knowledge)	Order the three stone ages.	Name two artefacts that tell us about the Mesolithic period.
Hinge knowledge retrieval	At teacher discretion				
Main Teaching Concepts to be covered within main teaching			Children should: - Locate the Stone Age on a timeline. - Explain that it is called the Stone Age because people used stones as their tools at that time. - Name the three periods of the stone age: Palaeolithic (old stone age)	Children should: - Explain what Mesolithic means. - Put the Mesolithic period onto the timeline. - Explain what life was like during Mesolithic period (Britain becomes warmer and an island, Doggerland is submerged, Britain mostly covered in woodland,	Children should: - Explain what Neolithic means. - Put the Neolithic period onto the timeline. - Explain how farming changed the way of life during the Neolithic period. - Explore what has been left behind by Neolithic people

Year 3 Medium Term Plan (The Stone Age)

- Including identified settlements for exploration in the 'main teaching' section.

			Mesolithic (middle stone age) Neolithic (new stone age)	wholly mammoths, hunting.)	(long barrows, Stonehenge, Skara Brae)
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3. Lesson structure



Feature	Function
Do Now	To recall prior learning related to the module, to help the child know and remember more and make connections within their learning.
Hinge Knowledge Retrieval	Taken from the whole school knowledge progression for history recall/retrieving knowledge so all children meet end points in order to pivot to their next year's learning.
I (Model/Guided Discourse)	The class teacher will model substantive knowledge (and model the skills necessary for disciplinary knowledge) to achieve the sequenced learning objective for that lesson. The steps for learning will be explicitly taught through the teaching of success criteria.
We	Using partner work, the children will practice the skills necessary to achieve the learning objective. This is to be used as an 'Assessment for Learning' opportunity by the teacher to assess if the children are ready to move on.
You	The children will complete an independent task to show that they can independently apply the skills necessary to achieve the learning objective.
Exit ticket (cumulative)	An assessment question (linked to the learning objective) is completed independently at the end of every lesson. These questions are cumulative, allowing for continual retrieval of prior knowledge.

4. Knowledge organisers and knowledge notes



Accompanying each module is a Knowledge Organiser which contains key vocabulary, information and concepts which all pupils are expected to understand and retain.

Knowledge notes are the elaboration and detail which help pupils acquire the content of each module. They support vocabulary and concept acquisition through a well-structured sequence that is cumulative. Each Knowledge Note begins with questions that link back to the cumulative quizzing, focussing on key content to be learnt and understood.

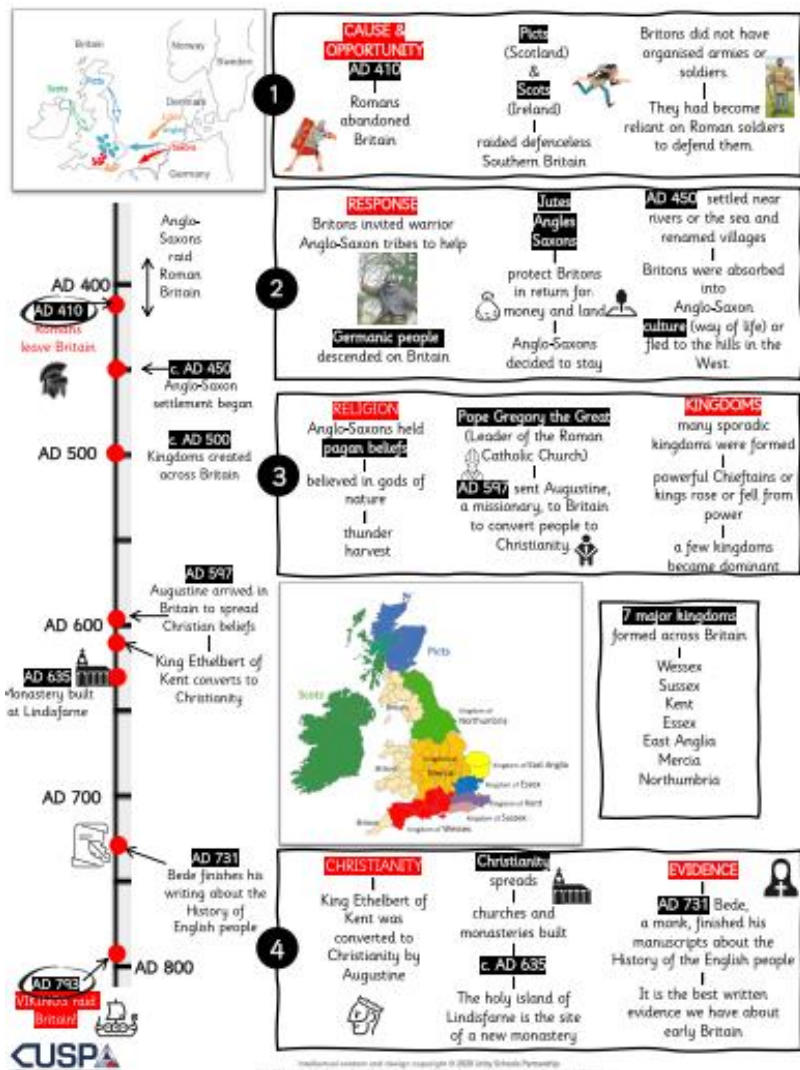
Knowledge Organisers and Knowledge Notes are dual coded to provide pupils with visual calls to aid understanding and recall. Knowledge Organisers and Knowledge Notes are referenced throughout each module.

4. Knowledge organisers and knowledge notes

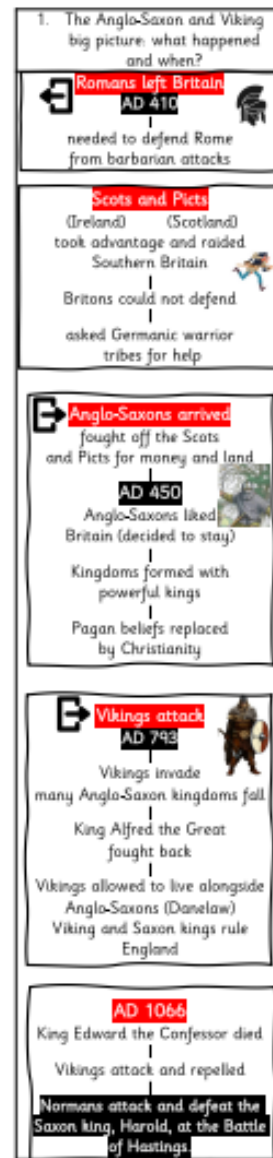


notes

Year 4 Knowledge Organiser



Accompanying Year 4 Knowledge Note



5. Formative Assessment



Assessment for learning strategies

Think-pair-share, sage and scribe, cold calling, strategic questioning, round robin.

Hinge Points

Strategic questioning is used by teachers to assess 'hinge knowledge' which is essential for the children's understanding and tackling misconceptions.

The whole school knowledge progression for history is also used for 'hinge knowledge' retrieval questions at the beginning of each lesson.

Exit Tickets

Links directly to each lesson learning objects assessing everyone's individual understanding every lesson and allowing for any misconceptions to be addressed in the next lesson.

Cumulative assessments

Exit tickets are completed cumulatively supporting children to recall prior learning so they can learn and remember more.

6. Summative Assessment



End of unit assessments

End of unit assessments are completed each half term at the end of each unit to assess children's understanding. They are made up of the exit tickets completed at the end of each lesson.

End of term assessments

End of term assessment are completed at the end of Autumn, Spring and Summer which assess children's understanding from units they have complete that year and key hinge knowledge from previous years in the style of multiple choice and explanation questions.

End of year assessments

End of year assessments are made up of end of unit and end of half term assessments from across the year. Children will also complete a set task (based on an essay-style question) to showcase the knowledge and skills they have learnt in that particular year group.

Reteach weeks

During reteach week the children are retaught a lesson from a the previous unit. This lesson is identified through gap analysis of the assessment results.

Retrieval Weeks

During retrieval week the children complete a chronology task to recall key dates and how they fit into world history. For KS1, these dates are ones that are pertinent to the children. In KS2, these dates relate to the modules that are taught from years 3-6.

Autumn Anchors

Teachers communicate with their class's teacher for the next academic year in regards to any gaps or areas of weakness that need to be filled before starting the next academic years learning.

7. Supporting pupils with SEND



We aim for all history lessons and learning questions to be accessible to all pupils. Pre-teaching of history vocabulary provides all children with the opportunity to demonstrate an understanding of subject specific language.

The use of dual coded Knowledge Notes and Organisers provide visuals to aid understanding and recall. In addition, knowledge notes are utilised in all lessons to minimise cognitive overload, so children can use and apply their knowledge more easily. Sentence stems can be used where necessary to aid with written evidence.

As part of termly SEND reviews, the SENDCO uses the foundation assessment tracker to identify pupils where Tier 1 and Tier 2 intervention isn't effective in ensuring mastery for all in order to provide tailored CPD and training to staff.



8. Reading and vocabulary instruction

We want our children to have an expansive vocabulary and through teacher modelling and planning, children are given opportunity to use and apply appropriate vocabulary. Subject-specific language is taught and built upon with vocabulary being a focus. Utilising research, the school explicitly teaches Tier 2 and Tier 3 vocabulary in all subjects.

Our history curriculum is supported by a wealth of high-quality texts which support pupil's learning and develop their skills in accessing information from a range of sources.

Summer A

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Significant, difference, Neil Armstrong, pilot, astronaut, NASA, Apollo 11, moon, Saturn 5, Buzz Aldrin, Michael Collins, lunar module 'Eagle', footprints, Mae Jemison, scientist, doctor, racist, Endeavour, African American, inspired, Tim Peake, army pilot, European Space Agency, Soyuz, International Space Agency, <u>space walk</u> , adventurous, pioneer, exploration, achieve, legacy.	Local area, study, castles, monarch, Warwick, moat, battlements, drawbridge, arrow slits, tower, barbican, portcullis, knight, joust, banquet, medieval, chronology, <u>time-line</u> .	Re-cap vocabulary from Spring B <u>Caractacus</u> , <u>Brigantes</u> , Boudicca, Iceni, land, property, rebelled, barbarian, <u>Londonium</u> , Watling Street, Hadrian's Wall, highlanders, raid, Latin, miles, roads, towns, baths, drains, aqueducts, gods, temples, Jupiter, Mars, Eros, druids, Christianity, Constantine I	Re-cap vocabulary from Spring B Achievements, hieroglyphs, Rosetta Stone, decode, Demotic, Ancient Greek, cartouche, pharaoh, River Nile, fertile soil, settlements, innovators, irrigate, farming, fishing, transport, power, stability, Sun god, Amun, mummification, canopic jars, sarcophagus, afterlife, Anubis, Osiris, heart weighed.	Maya, Mesoamerica, North America, tropical rainforest, farmers, crops, comparisons, chronology, civilisation, cultural developments, writing, calendar, number systems, city-states, land erosion, warfare, drought, famine, disease, deserted, plaza, Maya pyramids, navigation, sacrifice, tombs, palace, ball court, huts, writing (glyphs, <u>stelae</u> and the codex), calendar, deforestation, land erosion, wars, famine, disease, drought, rebelled, fled, small villages,	Britain, Germany, Adolf Hitler, Nazi Party, socialist, dictator, anti- <u>Semitic</u> , <u>Blitzkrieg</u> , Poland, ally, rationing, supplies, imported, Women's Land Army, ration book, Dig for Victory, evacuation, bombing, civilian population, evacuees, Blitz, Winston Churchill, Operation Sea Lion, RADAR, RAF, Spitfire, Hurricane, Battle of Britain, blackout, air raid shelter, fire watcher, bombing, change, society, women.

9. Science in the EYFS



At Hawkesley we have one curriculum. However, the end points for EYFS and Years 1 – 6 come from different places. For each subject we have broken down end points into component parts to create one cumulative journey from Nursery to the end of Year 6. The school has created and adopted bridging documentation to manage the difference in expectations of early learning goals and knowledge needed to successfully integrate into the National Curriculum.

The areas of the EYFS curriculum which link directly to history are:

1. Understanding the world
2. Communication and language

Each EYFS medium term plan has a subject overview document that allows curriculum leaders to monitor the activities that link directly to each curriculum areas.

Examples of history learning in Nursery and Reception include:

- Developing an understanding of growth, decay and changes over time
- retell a simple past event in the correct order.
- Able to use past form accurately when talking about events that have happened.



10. Celebrating diversity

We are committed to ensure that our curriculum reflects the diversity of British society.

In history, the children are exposed to a variety of LGBTQ+, disabled and members of the GM/BME (Global Majority and Black and Minority Ethnic) including:



Mae Jemison



Bernard Harris Jr.



The Ancient Egyptians



The Maya



The Windrush Generation



BDMAT
Birmingham Diocesan
Multi-Academy Trust

Promoting diversity across our Trust



BDMAT
Birmingham Diocesan
Multi-Academy Trust

Proud to support our LGBTQ+
staff, pupils & families



BDMAT
Birmingham Diocesan
Multi-Academy Trust

A Disability Champion

11. Staff CPD



All staff have undergone CPD in Cognitive Load Theory, Spaced Practice Retrieval Theory and planning the wider curriculum. Staff receive regular quality first teaching coaching from senior leaders to support with the implementation of all areas of the curriculum. All staff have received training from the subject lead on teaching chronology and the use of resources and historical enquiry. Staff have also been signposted to training from the Historical Association on teaching chronology.

- Audit
- Briefing training based on audit needs
- Curriculum leader coaching for target teachers
- Detailed MTPs
- Access to unit support through UNITY curriculum