

History Policy and Curriculum Map



INTENT (Why)

The importance of primary history

Studying history enables pupils to discover and make sense of the past, providing opportunities to recognise and comprehend how significant people and events from the past have influenced the present, strengthening pupils' understanding of how modern life has been shaped and is connected to recent, ancient and early history. This enables pupils to gain a greater appreciation and understanding of the world they live in and how they can also influence their present and future. Through enquiry, pupils develop their research, thinking, organisational and presentational skills: identifying and distinguishing between reliable and biased primary and secondary sources of evidence; evaluating evidence, justifying the conclusions drawn; and presenting a coherent historical narrative, demonstrating a deep knowledge and understanding of the past. Pupils gain a greater knowledge of how people from the past lived, including different cultures within communities and the various beliefs held. This enables pupils to make comparisons to their own world experiences, acknowledging that cultural diversity is still present today and should be embraced.

Our ambition

We aim for children to develop:

- an excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes
- the ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences
- the ability to support, evaluate and challenge their own and others' views, using appropriate and accurate historical evidence derived from a range of sources
- the ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry
- a passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways
- a respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments
- a desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics

We aim to do this by providing:

1. A coherent, structured, academic curriculum
2. Mastery and retention for all
3. Excellent teaching that demonstrates good subject knowledge supported by good quality guidance materials and strong subject leaders
4. Rich and broad learning experiences that develop curiosity, deepen knowledge, promote 'cultural capital' and develop life-long interest
5. Explicit teaching of metacognition/thinking skills and good learning habits
6. Appropriate experiences for children to develop as confident, responsible citizens

IMPLEMENTATION (How)

1. A coherent, structured and academic curriculum

Based on the guidance set out in Chris Quigley's 'Essentials' curriculum and 'Curriculum Companion', we deliver the history curriculum through a mastery approach using breadth, depth and progression guidance. Lessons are sequenced and differentiated to develop and increase pupils' knowledge, skills and understanding through three levels of enquiry: basic, advancing and deep.

Pupils study history using an enquiry-based approach, enabling pupils to discover and make sense of the past for themselves. When topics link throughout the school, an overarching enquiry question is developed collaboratively across all three classes, enabling learning to be purposeful and cohesive across the school. This approach also ensures pupils make links to prior knowledge as they progress through the school. More specific enquiry questions are devised by pupils within each class, focusing on key aspects of learning. For example: during a local history study, the overarching enquiry question for all three classes related to understanding Elizabeth Lane's legacy. In class 3, pupils expanded their enquiry to explore and understand the potential reasons why Elizabeth Lane decided to leave the legacy of founding the school. Pupils investigated the impact of a wide range of local, national and international events of the time, including Captain Cook's exploration, trading with other countries, colonisation and the rise of the British Empire, the Industrial Revolution and the slave trade. This enabled pupils to deepen their understanding of how significant people and events influence people living at the time and also have an impact on future generations.

History provides numerous opportunities for cross curricular learning:

- Historical links made with science include studying an era experiencing rapid change such as advancement in technology for example: electricity, or the discovery of medicines, which can link to an in-depth study of the life, work and legacy of significant scientists.
- Historical links made with geography involve the connection made between the study of ancient civilisations, and geographic concepts of settlements, land use, economic activity (including trade links) and the distribution of natural resources. Links can also be made when describing how locations, countries and geographical regions around the world are changing, or are interconnected and interdependent.
- Further historical links can be made to art, design, DT, maths and literacy. For example: pupils studying Ancient Egypt learnt key aspects about daily life, including key skills and technologies used. After learning how Ancient Egyptians communicated through hieroglyphic writing, pupils created hieroglyphic messages themselves; and after learning how the Great Pyramid of Giza was constructed, pupils made a scaled replica of the Great Pyramid from nets of cubes and calculated the volume of their finished pyramid. Pupils also demonstrated their knowledge and understanding of Ancient Egypt by creating non-chronological reports, detailing key aspects.



Our curriculum map demonstrates effective coverage of key historical content with a two-year cycle in class 1 and 2, and a four-year cycle in class 3. Learning is thoughtfully spaced with opportunities to revisit key concepts at regular intervals to deepen pupils' knowledge and skills. Guidance in Chris Quigley provides a clear roadmap for progression through 3 milestones rather than year group outcomes. By adapting the milestones to our class/year group configuration, they complement our mixed age grouped classes. This is mapped on a one- and two-year cycle as shown in the Progression for Learning map given below.

History Curriculum Map with Progression for Learning

Communicating Historically Embedded in all History Units	
EYFS (From Development Matters 2021)	• Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past.
Class 1 	• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.
Class 2 	• Use appropriate historical vocabulary to communicate, including: • Dates • Time period • Era • Change • Chronology • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.
Class 3 	• Use appropriate historical vocabulary to communicate, including: • Dates • Time period • Era • Chronology • Continuity • Change • Century

	• Decade • Legacy • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas.
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History Units of Work: Timetable of Coverage			
Class 1 	Year A	Autumn 1	ME AND MY WORLD Historical links made with other curriculum areas: Reception • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. Year 1 • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.
		Autumn 2	OUR ISLAND Yr R: Comment on images of familiar situations in the past. • Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. • Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance. Include a focus on the lives of both men and women. • Show images of familiar situations in the past, such as homes, schools, and transport. • Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.

			Yr 1: Understanding Chronology Milestone 1: • Place events and artefacts in order on a timeline. • Label timelines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate. Build an overview of World History • Describe historical events: <i>Space Exploration</i> • Describe significant people from the past: <i>Buzz Aldrin</i> • Recognise there are reasons why people on the past acted as they did
		Spring	LET'S BUILD Yr R: Talk about members of their immediate family and community. • During dedicated talk time, listen to what children say about their family. • Share information about your own family, giving children time to ask questions or make comments. • Encourage children to share pictures of their family and listen to what they say about the pictures. • Using examples from real life and from books, show children how there are many different families. Yr 1: Investigate and Interpret the Past Milestone 1 • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past" <i>Toys and photos linking to use of materials – Leo Baekeland</i> • Identify some of the different ways the past has been represented.
		Summer	ON THE FARM Historical links made with other curriculum areas: Reception • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past.

			Year 1 • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.
Class 1 	Year B	Autumn 1 ALL ABOUT ME Historical links made with other curriculum areas: Reception • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. Year 1 • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.	
		Autumn 2 HEROES AND VILLAINS Yr R: Comment on images of familiar situations in the past. • Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. • Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance. Include a focus on the lives of both women and men. • Show images of familiar situations in the past, such as homes, schools, and transport. • Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born. Yr 1: Build an overview of world history Milestone 1 • Describe historical events. • Describe significant people from the past: <i>Guy Fawkes and Brunel</i>	

		Recognise that there are reasons why people in the past acted as they did.
	Spring	LOCAL HISTORY PROJECT 4 Year rotation <i>Victorians – toys and home</i> <i>1771 jobs for children - home and farm</i> Yr R: Talk about members of their immediate family and community. - During dedicated talk time, listen to what children say about their family. - Share information about your own family, giving children time to ask questions or make comments. - Encourage children to share pictures of their family and listen to what they say about the pictures. - Using examples from real life and from books, show children how there are many different families. Yr 1: Investigate and Interpret the Past Milestone 1 - Observe or handle evidence to ask questions and find answers to questions about the past. - Ask questions such as: What was it like for people? What happened? How long ago? - Use artefacts, pictures, stories, online sources and databases to find out about the past. - Identify some of the different ways the past has been represented. Understand Chronology - Place events and artefacts in order on a timeline. - Label timelines with words or phrases such as: past, present, older and newer. - Recount changes that have occurred in their own lives. - Use dates where appropriate.
	Summer	CARNIVAL OF THE ANIMALS Historical links made with other curriculum areas: Reception - Talk about members of their immediate family and community. - Name and describe people who are familiar to them. - Comment on images of familiar situations in the past. - Compare and contrast characters from stories, including figures from the past. Year 1

			• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.
Class 2 	Year A	Autumn 1	THE ROMANS Investigate and Interpret the Past Milestone 2 • Use evidence to ask questions and find answers to questions 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. • Suggest causes and consequences of some of the main events and changes in history. Build an Overview of World History Milestone 2 • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Understand Chronology Milestone 2 • Place events, artefacts and historical figures on a timeline using dates. • Understand the concept of change over time, representing this, along with evidence, on a timeline. • Use dates and terms to describe events.
		Autumn 2	FORCES AND MAGNETS Historical links made with other curriculum areas: • Use appropriate historical vocabulary to communicate, including: • Dates • Time period • Era • Change • Chronology • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.
		Spring	TRADE Historical links made with other curriculum areas: • Use appropriate historical vocabulary to communicate, including:

			- Dates - Time period - Era - Change - Chronology - Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.
		Summer	STONE AGE TO IRON AGE Investigate and Interpret the Past Milestone 2 - Use evidence to ask questions and find answers to questions 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. - Suggest causes and consequences of some of the main events and changes in history. Build an Overview of World History Milestone 2 - Describe the social, ethnic, cultural or religious diversity of past society. - Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Understand Chronology Milestone 2 - Place events, artefacts and historical figures on a timeline using dates. - Understand the concept of change over time, representing this, along with evidence, on a timeline. - Use dates and terms to describe events.
Class 2 	Year B	Autumn 1	CONTRASTING LOCATIONS Significant Person Amelia Earhart
		Autumn 2	LIGHT AND ELECTRICITY Historical links made with other curriculum areas: - Use appropriate historical vocabulary to communicate, including: - Dates - Time period - Era - Change

		• Chronology • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.
	Spring	LOCAL HISTORY TOPIC – <i>aspects of topic to be agreed</i> Understanding Chronology Revise Milestone 1 • Place events and artefacts in order on a timeline. • Label timelines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate. Understand Chronology Milestone 2 • Place events, artefacts and historical figures on a timeline using dates. • Understand the concept of change over time, representing this, along with evidence, on a timeline. • Use dates and terms to describe events. Build an Overview of World History Revisit Milestone 1 • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. Milestone 2 • Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until medieval times. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
	Summer	THE GARDENER Historical links made with other curriculum areas: • Use appropriate historical vocabulary to communicate, including: • Dates • Time period

			• Era • Change • Chronology • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.
Class 3 	Year A	Autumn 1	ANCIENT CIVILISATIONS A1 – Ancient Egypt A2 – Ancient Greece Investigate and Interpret the Past • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. Build an Overview of World History Revise Milestone 2 Milestone 3 • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Describe the social, ethnic, cultural or religious diversity of past society Understand Chronology • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline. • Use dates and terms accurately in describing events.
		Autumn 2	SPACE Historical links made with other curriculum areas: • Use appropriate historical vocabulary to communicate, including: • Dates • Time period • Era • Chronology • Continuity

			• Change • Century • Decade • Legacy • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas.
		Spring	WHAT IS A SCIENTIST? Children will learn how the theory of gravity has developed over time, focusing on Sir Isaac Newton. Understand Chronology • Use dates and terms accurately in describing events. Build an Overview of World History Milestone 3 • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
		Summer	WHERE ON EARTH? Significant People Understand Chronology • Describe the main changes in a period of history (using terms such as social, religious, political, technological and cultural). • Use dates and terms accurately in describing events.
Class 3 	Year B	Autumn 1	INVADERS AND SETTLERS B1 – Anglo Saxons B2 - Vikings Investigate and Interpret the Past Revise Milestone 2 Milestone 3 • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate.

		Build an Overview of World History Revise Milestone 2 Milestone 3 - Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. - Describe the social, ethnic, cultural or religious diversity of past society. Understand Chronology Revise Milestone 2 Milestone 3 - Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). - Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline. - Use dates and terms accurately in describing events.
	Autumn 2	INVENTIONS B1 – Thomas Eddison B2 – Robert Stephenson
	Spring	BRITISH HISTORY LINKED TO LOCAL STUDY B1 – Explorers and traders B2 – World War 2 Investigate and Interpret the Past Milestone 3 - Use sources of evidence to deduce information about the past. - Select suitable sources of evidence, giving reasons for choices. - Use sources of information to form testable hypotheses about the past. - Seek out and analyse a wide range of evidence in order to justify claims about the past. - Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. - Understand that no single source of evidence gives the full answer to questions about the past. - Refine lines of enquiry as appropriate. Build an Overview of World History Milestone 3 - Identify continuity and change in the history of the locality of the school. - Compare some of the times studied with those of the other areas of interest around the world. - Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

			- Describe the social, ethnic, cultural or religious diversity of past society. Understand Chronology - Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). - Identify periods of rapid change in history and contrast them with times of relatively little change. - Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline. - Use dates and terms accurately in describing events.
		Summer	THE NATURAL WORLD: Investigate and Interpret the Past Milestone 3 - Use sources of evidence to deduce information about the past (fossils). Understand Chronology - Use dates and terms accurately in describing events.

2. Mastery and retention for all (see Teaching and Learning policy)

- Progression within lessons
- Support and Challenge
- Effective use of additional adults
- Low threshold high ceiling activities
- Clear learning objectives and success criteria
- Explicit vocabulary teaching
- Knowledge maps (to come in forward planning)
- Flashback warm ups to keep knowledge on the boil

3. Excellent Teaching supported by strong subject leadership

- Effective teaching and learning policy
- Non negotiables (Teaching the MB way)
- Excellent CPD
- Collaborative planning
- Easy to access resources (see resources list)
- Guidance - (see guidance list)

4. Rich and Broad Learning Experiences to support Cultural Capital

Children engage in practical, purposeful and authentic experiences to develop vocabulary; explore key concepts, including investigating and interpreting the past, building an overview of world history, and understanding chronology; and develop skills needed to enquire and communicate effectively. More specifically we provide:

- practical, active learning, enabling children to examine artefacts to deduce information; participate in discussions and debates about key issues such as the slave trade; and use drama techniques to deepen their understanding of the experiences of people from the past
- opportunities for pupils to piece together prior knowledge to understand how society has changed over time, and the impact that has had on modern society, including citizens' rights and responsibilities
- opportunities to apply their knowledge to generalise about other periods of history
- opportunities to visit cultural centres such as the Ashmolean Museum, the Soldiers of Oxford Museum, Cogges Manor Farm, Upton Court Education Centre, Hill End Education Centre, Earth Trust (Online Roman) and Chedworth Roman Villa, as well as visiting experts in school
- cohesive learning across the curriculum, see previous examples
- opportunities to read quality texts, e.g. *Anglo-Saxon Boy* by Tony Bradman, to develop and strengthen reading skills and strategies
- opportunities to exhibit and explain their learning during whole school history presentations

5. Thinking skills and Learning Habits

To deepen thinking skills in history children engage in

- cooperative and a values-based approach to historical enquiry where children approach key questions collaboratively
- critical discussion about significant events and the subsequent impact on future generations
- evaluating, deducing and analysing sources of historical evidence
- communicating ideas in a variety of ways, including oral presentations, drawings and in writing
- using learning habits and metacognition to think consciously and systematically about what they are learning and how they learn best

6. Responsible Citizenship

In history, we exploit the many opportunities for children to develop their sense of moral and social justice and to understand their role as global citizens, who can stimulate positive change. Important issues such as the environment and climate change, diversity, slavery, and immigration (asylum or refugee resettlement) together with the exploration of different perspectives are woven into long and medium-term planning. We create opportunities for children to engage in local, national and international issues both directly through classroom teaching and through initiatives such as Eco School status. This develops a deeper understanding of the past, present and future and crucially their role and responsibility within it.

IMPACT - Effect

Assessment

The impact of our curriculum is that by the end of each milestone, the vast majority of pupils have sustained mastery of the content, that is, they remember it and are fluent with it; many pupils have a greater depth of understanding. Pupils' have developed a connected understanding of our curriculum content. We track carefully to ensure pupils are on track to reach the expectations of our curriculum.

We assess and record children's learning outcomes through a variety of assessment methods including:

POP Tasks (proof of progress)
Mini quizzes to check recent and past learning
Children's work
Observation of lessons
Child interviews
Displays
Photographs
Anecdotal evidence
Insight

Supplementary Guidance found on shared drive

1. Resources List
2. List of in school planning resources
3. List of useful websites
4. List of useful subscriptions

