



Why we teach History at Coton Green Primary

History Intent

Our vision is to develop a love of history, to develop future historians and teach them about the implications of the past on their everyday lives. Therefore, the history curriculum has been designed around 3 key principles:

1. Focusing on cultural capital to develop a deep and enduring understanding of past events and the role of individuals, so that students recognise how history has shaped the World in which they live today.
2. Retrieval and spacing of key knowledge and concepts (e.g. religion, power, warfare, society), so that students can recognise the interconnectivity of historical events.
3. Application of the historical content, through the skills integrated into each unit, that enable students to explain and analyse sources to identify the relevance and significance of past events.

The substantive historical knowledge and key vocabulary has been carefully sequenced to ensure that new content builds upon prior learning, enabling students to develop understanding and skills which are essential for their ongoing education.

Purpose of history (taken from the National Curriculum programme of study for history)

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

The aims of the history curriculum (taken from the National Curriculum programme of study for history)

- Know and understand the history of the UK as a coherent, chronological narrative, from earliest times to present day: how people’s lives have shaped this nation and how Britain has been influenced by the wider world.
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies.
- Gain and deploy a historically grounded understanding of abstract terms e.g. ‘civilisation’.
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
- Understand the methods of historical enquiry, including how evidence is used rigorously.
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history.

Key features of our curriculum:

Key Stage 1	
Y1/2 2021-2022	Y1/2 2022-2023
Explorers	The Seaside

<p>Key Question: How did Captain Scott manage to get to the North Pole?</p> <p>The Gunpowder Plot Key Question: How did Guy Fawkes feel before, during & after the Gunpowder Plot?</p> <p>Key Skills: Significance Cause & Effect Interpretation of Events</p>	<p>Key Question: Would you prefer a seaside holiday today or 100 years ago?</p> <p>Key Skills: Compare & Contrast Change & Continuity</p>
<p>The Moon Landing</p> <p>Key Question: Why did the astronauts risk their lives to go to the moon?</p> <p>Key Skills: Significance Source skills and Interpretation</p>	<p>The Great Fire of London</p> <p>Key Question: How did the Great Fire start and what happened?</p> <p>Key Skills: Cause & Effect Source skills and Interpretation</p>
<p>Knights and Castles</p> <p>Key Question: How do we know a castle was intended for defence?</p> <p>Key Skills: Compare & Contrast Source skills and Interpretation</p>	<p>Amazing Aviators</p> <p>Key Question: How did the Wright brothers manage to be the first to launch a man powered flight?</p> <p>Key Skills: Significance</p>

Key Stage 2			
Y3/4 2021-2022	Y3/4 2022-2023	Y5/6 2021-2022	Y5/6 2022-2023
<p>Stone Age and Iron Age Key Question: How did Britain change from the Stone Age to the Iron Age?</p> <p>Key Skills: Change and continuity Source Skills</p>	<p>Roman Empire Key Question: What is an Empire? What did the Romans do for us?</p> <p>Key Skills: Significance Source skills</p>	<p>Power and Conflict World War 1 Your Country Needs You World War 2 Bombs, Battles and Bravery</p> <p>Key Question What are the causes of conflict and consequences of power leading to WWI and WWII?</p> <p>Key skills: Reliability and interpretation Compare and contrast</p>	<p>Ancient Civilizations The Silk Road Key Question What was the legacy of the Silk Road? Comparison with Saxon Britain</p> <p>Key skills Enquiry Compare and contrast</p>
<p>Ancient Egypt Key Question What was the significance of Ancient Egypt?</p> <p>Key Skills: Significance Source Skills</p>	<p>Saxons and Vikings Key Question</p>	<p>Crime and Punishment post 1066 [depth study]</p>	

<p>Ancient Greece Key Question What was the legacy of the Ancient Greek Empire? Key Skills: Significance Source Skills</p>	<p>Why were the Dark Ages dark? Comparison public health in Ancient Rome and Saxon Britain. Key Skills: Change and continuity</p>		<p>Key Question How did crime and punishment change over time? Key Skills Compare and contrast</p>
---	--	--	--

EYFS

Within 'Understanding the world', there is an Early Learning Goal entitled 'Past and Present'.

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

(Taken from the EYFS Profile 2021.)

Themes include: Celebrations, Space, Christmas, Chinese New Year, Castles, Dinosaurs, Explorers and The Seaside. The children will have the opportunity to develop a basic sense of time and chronology through their own life story: morning, afternoon, today, yesterday, last week, last year and before you were born.

How well are pupil's learning?

Assessment:

Formative assessment is used in every lesson to inform next steps in learning and ensuring gaps are closed and foundations are secure to ensure new learning can successfully take place. Teachers use spaced retrieval and low stakes testing to assess knowledge and understanding. Knowledge organisers and thinking maps also play a key role in assessing sustained learning.

Summative assessment is used at the end of each topic to inform the teacher of knowledge gained and to identify areas that need additional teaching. Summative assessments will be repeated to identify knowledge retained and to identify areas that need to be focused on using retrieval practice. All summative assessments will be used to direct teacher assessment at the end of the year to inform the next teacher of each child's starting point in terms of knowledge and skills.

Monitoring:

Monitoring is undertaken by the subject lead, as well as members of the senior leadership team. It can be made up of one or a combination of: pupil conversations, professional discussions with staff, and learning walks (all of which would involve looking through evidence of learning in books). Leaders monitor the quality of teaching, providing feedback to ensure that teachers are providing high quality History lessons. Feedback is then given promptly with the intent of developing practice, followed by a discussion if clarification is needed or to plan CPD that would be beneficial.

Moderation:



Moderation of teaching provision is currently ongoing within the ATLP quality circle. Through the Year 3 pilot programme, teaching has been moderated by comparing books and children's work. This has informed subject leaders about potential areas for development within the teaching of history in Year 3. In terms of moderating attainment within History, both assessment and moderation are very much in developmental stages. Once assessment methods have been finalised, moderation will be developed in accordance with other ATLP schools, to develop moderation across the partnership.

How are teachers supported to deliver the curriculum?

The long and medium term plans have been developed as a result of the work done by the ATLP History Quality circle which has been blended with school-specific curriculum design by the curriculum lead. This means that there are resources available for staff to draw upon created by the quality circle that have been made using their understanding of cognitive science. Where needed, planning support is given by the subject lead.

History Leader: Mrs. Sarah Holbrook