



love the journey

## Curriculum Implementation 2024-25

### Primary

<b>LCA Strand</b>	<b>Humanities</b>
<b>Subject</b>	<b>History</b>

<p>What are the key concepts taught?</p>	<p>The history curriculum is ambitiously broad in scope, meticulous in rigour, highly coherent and carefully sequenced.</p> <p>The substantive content of the curriculum is taught using ‘high-leverage’ activities so that pupils think hard about the substantive itself. Students retain material efficiently so that they gain confidence from their fluency in foundational concepts, terms and reference points. In this way, pupils’ vocabulary becomes secure, with the range of vocabulary that they recognise growing all the time and creating resonance as they encounter it time and time again.</p> <p>For example, by studying the history curriculum, pupils will gain a multi-faceted understanding of key concepts such as empires, conquests, political processes, governmental structures and migration.</p> <p>Second-order historical concepts explored throughout KSI and KS2 include:</p> <ul style="list-style-type: none"> <li>• Chronology</li> <li>• Continuity and change</li> <li>• Cause and consequence</li> <li>• Similarity, difference, and significance</li> <li>• Understanding and evaluating sources</li> <li>• Understanding and assessing interpretations.</li> </ul>
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<p>What is the sequencing of units?</p>	<p><b>EYFS - Understanding the World</b></p> <ul style="list-style-type: none"> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> </ul> <p><b>Chapter 1</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 1</b> – Queen Elizabeth II</li> <li>• <b>Unit 2</b> – Local Study – Our Communities and Families</li> <li>• <b>Unit 3</b> – Ships and Seafarers through Time</li> </ul>
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## Chapter 2

- **Unit 1** – Later Stuart England
- **Unit 2** – Queen Victoria I I
- **Unit 3** – The Stone Age

## Chapter 3

- **Unit 1** – Ancient Egypt (How much did Ancient Egypt change over time?)
- **Unit 2** – Cradles of civilisation (How similar and how different were Ancient Egypt and Ancient Sumer?)
- **Unit 3** – The Indus Valley (How do we know about the Indus Valley civilisation?)
- **Unit 4** – Persia and Greece (What did Greek city-states have in common?)
- **Unit 5** – Ancient Greece (What can historians learn from the sources from Ancient Greece?)
- **Unit 6** – Alexander the Great (How did Alexander the Great conquer so much land?)

## Chapter 4

- **Unit 1** – The Roman Republic (How much power did the senate have in the Roman Republic?)
- **Unit 2** – The Roman Empire (What can sources reveal about Roman ways of life?)
- **Unit 3** – Roman Britain (What kinds of knowledge about Roman Britain have historians been able to build from the sources?)
- **Unit 4** – Christianity in three Empires (How did rulers change Christianity?)
- **Unit 5** – Arabia and early Islam (Why did Islam spread so far and so fast?)
- **Unit 6** – The Rise of Islam (How did worlds come together in Cordoba?)

## Chapter 5

- **Unit 1** – The Round City: Baghdad (Why were there so many restless minds in Cordoba and in Baghdad?)
- **Unit 2** – The Anglo-Saxons (How have historians learned about Anglo-Saxon Britain?)
- **Unit 3** – Vikings 1 - Lady of the Mercians (How did the Vikings change England?)
- **Unit 4** – Norse Culture (What connections and similarities did the Norse people have with other peoples?)
- **Unit 5** – Viking 2 – Changing Rulers, Changing Worlds (How did Christianity change as it travelled?)
- **Unit 6** – Local History Study: Liverpool in the Victorian Era (How did Liverpool change during the 18<sup>th</sup> Century?)

## Chapter 6

- **Unit 1** – The Maya (How do historians know about the Maya?)
- **Unit 2** – Medieval African Kingdoms (How similar and different were medieval Ethiopia and Benin?)

	<ul style="list-style-type: none"> <li>• <b>Unit 3</b> – Cities in Time 1 (Why did Manchester change so rapidly in the 19th century?)</li> <li>• <b>Unit 4</b> – Cities in Time 2 (How typical of urban history is the history of Liverpool?)</li> <li>• <b>Unit 5</b> – Britain in the era of the Second World War</li> <li>• <b>Unit 6</b> – Local History Study: John Lennon and The Beatles</li> </ul>
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<p>How do we encourage pupils to see the links between different units and concepts?</p>	<p>The design of the history curriculum is sensitive to the pupils' prior experiences. Students advancing through the curriculum constantly feel enabled by what they have already learned, recognising vocabulary and ideas, people, and places, so that the new material makes sense through connection.</p> <p>Pupils broadly move chronologically through time, learning the stories of the past, and the overarching stories that weave these together. Presenting the children with earlier content first, naturally aids their understanding of later time periods. The build-up of this knowledge, over time, provides pupils with an increasingly rich vocabulary and understating.</p> <p>For example, In Chapter 4, when pupils are presented with stories about Muslim Arabs in Persian and Byzantine lands, they have already been exposed to the rivers, cities and the customs of that territory throughout earlier units in Chapters 3 and 4.</p> <p>In addition, explicit links are constructed between units studied providing students with a synoptic understanding of the themes and disciplinary concepts of the subject.</p>
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<p>What are the planned opportunities for adaptive teaching, including for SEND, the more and able and disadvantaged pupils?</p>	<p>A key goal of the history curriculum is to bring many more pupils into the conversation of the lesson and into the knowledge that makes reading possible. All pupils encounter the stories, repeat the words, and participate in recalling them together.</p> <p>Some students require additional input to support them in applying their knowledge without the written element of the task becoming exceedingly laborious.</p> <p>This could take the form of</p> <ul style="list-style-type: none"> <li>• a missing word exercise (cloze procedure).</li> <li>• simple annotation of a diagram or map, sometimes using pictures.</li> <li>• matching pictures and definitions.</li> <li>• drawing (and/or labelling a drawing of) a feature or event.</li> </ul> <p>Some children benefit from hearing and rehearsing the core knowledge again, before completing the task. Alternatively, some require further reinforcement of concepts, stories or processes provided by an adult.</p>
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	<p>The content of the history curriculum by nature is broad and challenging. Opportunities to extend the children’s knowledge and thinking are incorporated into all lessons.</p>
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<p>What are the planned opportunities for retrieval and reflection by pupils?</p>	<p>Every history lesson is underpinned by extensive opportunities to repeat and review knowledge.</p> <ul style="list-style-type: none"> <li>• ‘Let’s remember’ tasks are situated at the beginning of each lesson to provide pupils with an opportunity to retrieve knowledge previously taught.</li> <li>• Throughout history lessons, pupils are encouraged to ‘pause and check’ their understanding of new vocabulary or knowledge introduced.</li> <li>• All lessons incorporate ample opportunities for questioning. Questioning is rapid, urging pupils to demonstrate their security in knowledge.</li> <li>• Unit-specific terminology is listed on core-vocabulary logs at the start of each unit and are explicitly introduced within in the context of each lesson. Vocabulary is captured and kept on display boards and children and prompted to review terminology as the unit progresses.</li> <li>• Synoptic tasks, conducted at the end of each unit, provide pupils with an opportunity to reflect upon and boast the substantive content they have acquired during teaching. In addition, students have an opportunity to reflect upon the disciplinary skills they have utilised to answer each synoptic question.</li> </ul>
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<p>What are the opportunities for feed forward by the teacher post assessment outcomes?</p>	<p>Every history lesson is saturated with opportunities for teachers to assess the children’s security and fluency in knowledge, as well as vocabulary acquisition.</p> <p>Carefully situated throughout each lesson, are ‘let’s check’ opportunities, whereby multiple pupils are expected to rapidly retrieve knowledge in order to respond to questioning. Teachers maintain a record of children’s responses.</p> <p>At the end of each assessment point, every child is given a reflective target. If a pupil’s target highlights a gap in their substantive knowledge, pupils are encouraged to use the reading booklet to ensure knowledge is secure before beginning the next unit. Alternatively, pupils will receive meaningful and tailored feedback on how to develop specific disciplinary concepts.</p> <p>Outcomes of assessment tasks inform continuous development and refinement of teaching and learning.</p> <p>Teachers review the outcomes of assessments and provide feedback on misconceptions; common errors including literacy errors and provide ‘next steps’ in response.</p>
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	<p>Regular moderation of students' work helps to inform teaching, establish consistency with marking and monitor students' progress across a cohort.</p> <p>Following assessment feedback, lessons revisit skills and content and readdress common errors.</p>
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<p>What are the planned opportunities for developing Reading?</p>	<p>Every history lesson plays a central part in improving reading, even when a text is not actually being read!</p> <p>The history curriculum provides pupils with the powerful knowledge that builds a wide and secure vocabulary, aiding reading fluency.</p> <p>The range of reading pupils do in history lessons is extensive. Each lesson provides the children with intended opportunities to practice reading, both fiction and non-fiction, through the format of narratives, accounts, arguments and analyse.</p>
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<p>What are the planned opportunities for developing literacy, numeracy, oracy and SMSC?</p>	<p><b>Literacy:</b> The history curriculum provides continuous, focused practice in reading and writing, whether fiction or non-fiction, by the types of accounts – narratives, arguments, analyse - that form historical processes and products. Pupils' reading and writing will be richly grounded in stimulating content in which pupils will be increasingly secure, and always driven by a clear disciplinary purpose.</p> <p><b>Numeracy:</b> Across KS1 and KS2, pupils explore dates, timelines and chronology in history lessons.</p> <p><b>Oracy:</b> There are opportunities for pupils to develop oracy in almost every history lesson. Through questioning and answering, group work, student-led learning and role play pupils develop vital speaking and listening skills. Likewise, Pupils' oracy is extended and transformed by the richly diverse vocabulary and the secure, fascinating stories that underpin vocabulary acquisition, which is developed throughout the history curriculum.</p> <p><b>SMSC:</b> Multi-culturalism is probably the most constant theme of the history curriculum. By Chapter 4, pupils build upon their already secure knowledge of the cradles of civilisations in the Middle East – from where Jews, Christians and Muslims all emerged – pointing to common ancestry and to the broader patterns of human interaction. On this foundation, the stories and settings chosen for history repeatedly show examples of contrasting faith communities collaborating in life and work and displaying mutual respect. Or alternatively, highlighting where they fail to collaborate, provoking fear and suffering the consequences. The powerful central thread of multi-cultural Britain is woven throughout the history curriculum, so that by Chapter 6, sophisticated studies of the diversity of London, especially the rich contributions of diverse communities to the arts, are possible.</p>
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	<p>The history curriculum is socially broad. All types of people are given voices, made visible and understood in the context of the wider power structures and ideas that affected how they lived. Examples of the disadvantaged and oppressed are extensive, with very particular case studies used to deepen knowledge, combat stereotypes and think through problem-solving solutions in the past and possibilities for the future.</p>
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