

Askwith Primary School

History rationale

Our curriculum offer for history begins in Early Years. 'Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.'

EYFS Statutory Framework, 2021

Our planning, teaching and assessment of the curriculum is informed by the nine principles of cognitive science (Daniel Willingham). This includes the 'must haves' or the end states in the child's mind and the 'could dos' or the teacher behaviours that alter the states in the child's mind. In history, we recognise the 'must haves' as the alteration to long-term memory that allows children to retrieve substantive and disciplinary knowledge fluently, and to have a positive self-image as a learner. We recognise the 'could dos' as sequenced lessons in history of the essential knowledge, the explicit teaching of vocabulary and abstract concepts, retrieval practice for knowledge and interleaving.

History at primary level helps children to gain knowledge and understanding of Britain's past and that of the wider world. It involves understanding the process of change, the complexity of people's lives, the diversity of societies and relationships between different groups, as well as their own identity and society today. History allows children to develop the following key skills: ask perceptive questions, think critically, evaluate evidence and examine arguments. At Askwith Primary School, we believe that all children's education (this includes SEND, EAL, PP and vulnerable children) begins in Early Years. Our curriculum is aligned to the Early Years Framework and shows the sequential steps of essential knowledge acquired from Reception to Year 6. We have a determined approach that drives us to ensure that all children meet the expected standard in history and have the knowledge required for secondary school. Our history curriculum allows children to develop their cultural capital. Purposeful and natural links to British values and global themes e.g. being democratic, and discussions around being good UK and global citizens are threaded through the curriculum. Our history curriculum promotes the rich diversity of the world, Britain and an appreciation of our locality.

"The more you know about the past, the better prepared you are for the future."
Theodore Roosevelt

Primary history helps pupils to:

- build knowledge of the history of Britain and the wider world and key historical concepts
- have an understanding of how to enquire historically
- have knowledge and understanding of fundamental British values

It is very important that we do as much as possible to remediate the learning loss suffered by the missed months of schooling. In the first instance, assessment information enabled us to answer the following questions:

1. Have our pupils lost knowledge gained pre COVID-19? If so, how can this learning loss be mitigated?
2. Have our learners lost knowledge during closures/non-attendance? If so, how can this learning loss be mitigated?

In history, we had long term plans for 2020-2021 that addressed these areas of learning loss. We used essential knowledge checks to assess knowledge gained pre COVID-19 and to assess knowledge lost during the first closure throughout the first term (September - December 2020). We addressed any forgotten knowledge and misconceptions diagnosed from the pre COVID-19 knowledge checks and ensured essential lost learning from school closure was secure before moving on to the teaching and learning of new knowledge. During the second closure, we continued to build knowledge sequentially as per the spring 2021 curriculum offer.

Intent	Implementation	Impact: to be reviewed at the end of each year
<ul style="list-style-type: none">• All knowledge from 2020-21 is checked prior to new knowledge	<ul style="list-style-type: none">• Check all knowledge is embedded from 2020-21 (connected knowledge is	

<ul style="list-style-type: none"> • Knowledge gained from embedding Early Adopter Framework (2020-2021) to inform 2021-2022 EYFS Curriculum • Knowledge across the whole curriculum to continue to be built systematically and embedded in the long term memory of all pupils including the development of oracy • Monitoring and evaluation continues to be robust and role of TAs developed in the process • Enhancements/leadership opportunities reflect needs 2021-2022 including local links • All staff to have an excellent up to date knowledge of reading/oracy/vocab provision throughout the school • Subject rationales are updated where relevant • All staff up to date knowledge of dialogic/cognitive science principles 	<p>checked as part of new knowledge)</p> <ul style="list-style-type: none"> • Staff meetings to ensure that pre and post teaching opportunities identified in whole school LTP are having an impact on knowledge build-up. Links with local area/locality used as a starting point • Staff meetings to ensure that essential knowledge identified in class LTP is being built/retained at appropriate pace • Impact of progression documents/knowledge checks/learning journeys regular item on staff meeting agenda including the teaching and assessment of oracy across curriculum • Teaching the unit: update monitoring and evaluation timetable • Staff to mark work together re: teaching/marking/planning expectations • Timetabled lesson studies led by groups of TAs, focusing on knowledge build up/book scrutiny/talking to pupils to develop CPD (dialogic approach scaffolded for history lessons) • Curriculum Enhancements: rolling programme agreed by all staff (subject leaders to review for balance Autumn 1) - 	
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<ul style="list-style-type: none"> • The planning, teaching and assessment of the history curriculum is informed by the nine principles of cognitive science (Daniel Willingham) 	<p>opportunities for public voice and pupil leadership</p> <ul style="list-style-type: none"> • Impact of provision discussed as a regular item on staff meeting agenda • Quality texts purchased for spring/summer (relevant to history topics) • Evidence informed practice continues to inform effectiveness of subject rationales <ul style="list-style-type: none"> • Planning and learning journeys consider the essential knowledge and how to guide pupils' thinking • Factual essential knowledge is taught before the skill • Working memory capacity and the alteration of long term memory is considered when planning and teaching (planned thinking time, knowledge checks) • Connected knowledge, particularly knowledge of vocabulary is built on to deepen understanding • Prior knowledge is assessed, misconceptions addressed and new knowledge builds on pupils' connected knowledge • Pupils have opportunities to deliberately practise newly acquired knowledge • Pupils articulate how they know more, remember 	
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- Children should learn about history in a way that inspires their curiosity to know more about the past. By the time they leave primary school, children need to have knowledge about the history of Britain and the wider world and have a coherent understanding of historical concepts and historical enquiry. Children need to be able to use history to understand the world and society today and make links to global themes and British values.

more and therefore do more

- Instil a growth mind-set ethos by talking about successes and failures in terms of effort not ability
- We plan units of work that will challenge prior knowledge, including connected knowledge in order to construct a secure, new understanding of substantive knowledge. In history, this includes knowledge of abstract concepts such as, civilisation. In addition to this, disciplinary knowledge is developed through historical enquiry and interpretation. Connected knowledge must be re-visited before introducing new ideas, and misconceptions are actively diagnosed and discussed. History is then taught through deliberate practice to ensure fluency of key knowledge is fluent and LTM has been altered.
- Connectivity between subjects is well planned to ensure children given opportunities to remember
- Fundamental British values are carefully planned into each unit of work to ensure opportunities to promote

Knowledge and enquiry in history

Knowledge

Knowledge in history refers to the understanding and interpretation of key concepts taught within different historical contexts. This includes the understanding and deployment of key historical vocabulary. The key concepts consist of:

- chronological knowledge
- characteristics of a unit of knowledge
- similarities and differences/continuity and change
- cause and consequence
- significance
- sources of evidence

Substantive knowledge

In history, this is the knowledge and understanding of the key concepts taught within historical contexts including the key vocabulary. The substantive knowledge is progressive through conceptual development from Reception to year 6. The curriculum builds upon children's substantive knowledge of abstract concepts such as invasion, trade, empire, parliament and civilisation. This vocabulary is taught explicitly and deliberately practised and applied to different units of knowledge.

Disciplinary knowledge

In history, the substantive knowledge is based on truth claims from years of historical enquiry. Therefore, the disciplinary knowledge in primary history is the interpretation of some of the key concepts, such as how historians find out about the past or different sources of evidence. It involves applying second-order concepts such as historical thinking, reasoning and argument. It requires a meta-cognitive approach.

For example, when children have an understanding of how historians find out about the past, they can look at different sources, build their own reasoned interpretation and compare how these sources may be interpreted by expert historians.

Teaching chronology: Timebox

Chronological knowledge is a focus at the beginning of all units of knowledge. To ensure our pupils have a secure awareness of chronology, we develop and use a 'Timebox.' Each cohort has a box of images which are added to as the pupils move through key stage 1 and 2. For example, in Year 3, the 'Timebox' would have images from the Victorian period, the 1950s/60s, and today linked to the units of knowledge taught in KS1. To these, would be added images of the units of knowledge taught during their time in year 3. These lessons build on chronological understanding, allow opportunity to recall essential knowledge and recall historical vocabulary. We have a progression of timelines to ensure that how the passing of time is represented visually across the school is age appropriate and this knowledge is built on systematically.

Why this, why now?

The rolling programme of units of knowledge allows for mixed year classes to acquire essential knowledge over two years (year A and year B).

- Toys old and new (Year 1&2, year A, autumn term)

This unit of knowledge is taught in autumn term because it engages the children's senses, fires their imagination and encourages lots of interaction with the run up to Christmas. The focus is emphatically on looking at concepts such as similarity and difference as well as old and new and change through time. It includes the all-important question, 'How do we know?' to introduce the idea of evidence. Pupils develop the vocabulary to talk about times past and more able pupils can even start discussing change over time. In addition, fiction titles (The Velveteen Rabbit and Dogger) play a key role in developing pupils' ability to talk about time past as well as offering a strong visual context for discussion.

- Gunpowder Plot (Year 1&2, year B, autumn term)

This unit of knowledge is taught in autumn term, near Bonfire Night, as it gives children a good understanding of how events of the past can result in celebrations and festivals today. The focus is on looking at the significance of past events and encourages the children to question why we still celebrate Bonfire Night. This question presents the opportunity to discuss tolerance of different beliefs, making a purposeful link to British Values.

This unit of knowledge explores the abstract concept of 'parliament.' This concept is built upon when the children learn about Ancient Greece in KS2 and explore the concept of democracy and make comparisons with simple modern parliamentary concepts. It provides opportunity to discuss tolerance of different beliefs, making a purposeful link to British Values and the global theme of 'Being Democratic'.

- Great Fire of London (Year 1&2, year A, spring term)

This unit of knowledge is well-suited to KS1 as it is a vehicle for taking pupils back into a different world with very clear contrasts between then and now. It also enables pupils to gain experience of using accessible forms of historical evidence to reconstruct the past, as well as being probably the best unit of knowledge there is for developing pupils' understanding of cause and consequence. It coincides with the KS1 geography unit of knowledge that focuses on UK countries and capital cities. This allows for the deliberate practice of identifying London as a capital city.

- Seaside Holidays (Year 1&2, year B, spring term)

This unit of knowledge focuses on change through time, comparing either now and then or the 1900s with the 1960s and today. The first key question establishes the key period features of a seaside holiday 100 years ago before focusing on how we know and then exploring how seaside holidays have changed. Finally, pupils are asked which period seaside holidays they would prefer. They are able to draw on their knowledge (own experiences and essential knowledge from geography unit of knowledge) of their local seaside resort, Whitby.

- Mary Seacole (Year 1&2, year A, spring term)

Mary Seacole is carefully chosen because she is a significant female figure in British history and this unit of knowledge offers excellent opportunities to explore the changing attitudes to race, then and now. It links well with the

global theme of 'Being Aware of Others.' As she was born in Jamaica, this provides a natural link to the KS1 unit of knowledge about Jamaica. The unit of knowledge focuses on looking at sequencing and then causes of events as well as the interpretation of sources of evidence.

- Louis Braille (Year 1&2, year B, summer term)

This unit of knowledge lends itself very well to purposeful links with KS1 science (senses). The story itself is a good example of resilience. This unit of knowledge deepens children's understanding of how an event from the past can have great significance today.

- Romans in Britain (Year 3&4, year A, autumn term)

Deliberately sequenced to be taught directly the year before or year after the Stone Age to Iron Age, this unit of knowledge develops pupils' chronological understanding and their ability to see clear contrasts between these connected but very contrasting periods. The approach initially focuses mainly on personalities such as Caesar, Claudius and Boudicca, concentrating on two of the key concepts of causes and consequences. The emphasis then shifts to the changes the Romans brought to Britain, both at the time and over time. Opportunities are taken to use the strong archaeological record that exists for the pupils to reconstruct aspects of Roman life from the fragmentary evidence, some of which is local (such as, Alborough Roman site).

This unit of knowledge explores the abstract concepts of 'empire' (Roman Empire and British Empire), 'invasion' (this concept is reinforced/will be reinforced when children learn about the Anglo-Saxons and Vikings) and 'trade' (this concept is reinforced during the Mayan Civilisation unit of knowledge). The global theme of 'Being Just' can be explored by children working at expected standard with greater depth when discussing the morality and ethics of invasions.

- Stone Age to Iron Age (Year 3&4, year B, autumn term)

This unit of knowledge is taught in lower KS2 so that comparisons can be drawn with Ancient Egypt, another early civilisation. Pupils will be able to contrast societies that built the pyramids with life in Britain at the time Stonehenge was built. Throughout the unit of knowledge, the focus is on developing pupils' grasp of the key concept of change and continuity. As written records are non-

existent for this period, pupils can concentrate on strong visual images and artefactual evidence. By looking at specific case studies from the British Isles, pupils can see how evidence is pieced together. One of the central emphases of the unit of knowledge is on problem-solving and answering the question 'How can we possibly know?'

This unit of knowledge explores the abstract concept of 'civilisation'. This concept is built upon when the children learn about Ancient Egypt, Mayan Civilisation and Ancient Greece.

- Anglo-Saxons and Vikings (Year 3&4, year A, summer term)

This unit of knowledge links the teaching of the Saxons and the Vikings so the interrelationship between the two is properly explained without too much repetition. It looks in detail at the reasons for the Saxon invasion, comparing with the Romans' motives, and explores the evidence we have for the Saxon way of life at different levels of society.

We look at the abstract term 'peasantry'.

Key changes such as the coming of Christianity are carefully explored as a pivotal development in the nation's past. This gives opportunity for links to British Values and tolerance. The reign of King Alfred not only provides a great way of linking the Saxons and the Vikings, it also offers a really fruitful context for exploring historical interpretations.

This unit of knowledge explores the abstract concept of 'invasion'. This builds upon/will be built upon when the children learn about Roman Britain.

- Ancient Egypt (Year 3&4, year B, summer term)

This unit of knowledge focuses on the attitudes, beliefs, and ways of life, which seem very remote to us today, and on the way, we can build a clear picture of a past society 5,000 years ago through the study of evidence which has come to light scarcely 200 years ago. More specifically, pupils focus on the Gift of the Nile, the iconic images of pyramids, the centrally important religious beliefs and the way we can work out details of people's daily lives by interpreting the fragments of evidence that have survived.

This unit of knowledge explores the abstract concept of 'civilisation.' This concept is built upon when the children learn about Stone Age to Iron Age, Mayan Civilisation and Ancient Greece.

- *Mayan civilisation (Year 5&6, year A, autumn term)*

There are three key ideas behind this unit of knowledge. Primarily, it is there to show pupils that by comparison with British society in Saxon times, the Mayan were in many ways more advanced. Secondly, it gives due weight to other world societies so that pupils experience a balance of local British, European and world topics. It is important to look at societies before encounters with Europeans. Finally, it allows pupils to compare this with earlier ancient civilizations such as Egypt, thus providing a context for showing progression in understanding characteristic features of past societies.

This unit of knowledge explores the abstract concepts of 'civilisation' and 'trade'. The concept of 'civilisation' builds upon when the children learn about Ancient Egypt, Stone Age to Iron Age and Ancient Greece. 'Trade' is a concept previously discussed in the context of the Romans.

- *Local study (Year 5&6, year B, autumn term)*

This unit of knowledge uses local records to look at the history of Askwith and Otley. The first part looks at the history of the school and village, linking to Victorian times (links to seaside holidays). The second part focuses on why these changes took place and what were the biggest changes to the surrounding area. The children will look at Otley and how it became a market town. This means that most of the unit is not only post-1066, but also post 1800 to ensure that the school's previous work on the Victorians can be incorporated.

- *Ancient Greece (Year 5&6, year A, summer term)*

This unit of knowledge is so rich on so many levels, not least in its contribution to citizenship. Not only does it provide ample opportunities to explore contemporary issues to do with democracy, rights and freedoms, it also allows pupils to explore a society very different from their own. Pupils also explore why Ancient Greece has had such a long and dramatic legacy as well as working to piece together the fragments from the past.

This unit of knowledge explores and build upon the children's knowledge of the abstract concepts of 'empire' and 'civilisation'.

- *Thematic (Year 5&6, year B, summer term)*

This end-of-key stage unit fulfils the post-1066 thematic requirement of the National Curriculum in a particularly imaginative way. Instead of looking at just

one period, we look at three. As a key role of historians is to sift and evaluate sources to try and construct an accurate view of the past, pupils need to see clear and motivating examples of where historians need to be careful so that pupils can truly understand what it is that historians do. The three chosen areas of history are: Tudor portraits (Henry VIII and Elizabeth 1); Victorian factories and town life; World War Two Home Front (Evacuation and the Blitz). Progressively, pupils begin to ask the questions as to the nature and purpose of the source. Who produced it and why? These are crucial questions, of course, and not just for the history lesson. These are skills for life. We are teaching pupils how to evaluate evidence and be on their guard against treating everything at face value. In the age of fake news, pupils learn about propaganda so that they can play an active role in society as sceptical, but not cynical, questioners of the information that is often designed to influence rather than educate.

Historical enquiry

As children build upon their substantive and disciplinary knowledge within historical contexts, they will have continuous opportunities for historical enquiry. Children must understand the methods of historical enquiry including:

- how to ask perceptive questions
- how evidence is gathered and used to make historical claims
- how to thinking critically to evaluate evidence and examine arguments

The understanding and application of these methods allow for further opportunity for children to be able to build upon their disciplinary knowledge.

Challenging the More Able

Children who are working at the expected standard with greater depth are given opportunities to deepen their understanding of the substantive knowledge and abstract concepts and apply this knowledge to build their disciplinary knowledge. For example, when learning about Ancient Egypt, more able children may find out more about the afterlife thus deepening this substantive knowledge. They may deepen their understanding of 'civilisation' and look at the hierarchy system within this civilisation. They may make comparisons between different sources of evidence to conclude which would be more reliable. How

the more able children are challenged will depend on the outcomes of knowledge check 1.

Creativity in history

Creativity and knowledge should work together as creativity involves making connections and using 'old' knowledge to create 'new'. At Askwith Primary School, we have designed our curriculum so that the natural links between history and other disciplines such as English, art, music, PSHE etc. are deliberate and purposeful in promoting creativity. For example, children in years 5 and 6 could apply their knowledge of events during a significant period in history and their knowledge of newspaper report writing in English to write a newspaper report from the viewpoint of a particular person from that time. They draw upon their 'old' knowledge as well as using their imagination to create a unique piece of writing.

Assessment

Tracking children's progress throughout their school life is vital in order to establish their acquisition of knowledge. At Askwith Primary School, learning always starts with the children's prior knowledge, including connected knowledge and any misconceptions they may have (knowledge check 1). This can be undertaken in several different ways; teachers decide upon the most appropriate, age-related way of obtaining the children's prior knowledge. Units of work are then personalised to meet the needs of the groups of learners.

Any misconceptions that arise throughout the unit are identified and addressed appropriately. End of unit knowledge assessment takes place approximately two weeks after the end of the unit of knowledge (knowledge check 2). Two further recalls take place approximately six weeks and then twelve weeks later in order to embed knowledge in long-term memory (knowledge checks 3 and 4).

Work from each year group will be moderated by staff to ensure that there is a progression in knowledge and that children are meeting their appropriate end goal.

Reviewed September 2021