



HOLY NAME CATHOLIC PRIMARY SCHOOL

Curriculum Rationale - History

At Holy Name we are determined that every pupil will have the opportunity to be a historian; we do not see background, needs or abilities as insurmountable barriers to learning. We want them to have no limits to what their ambitions are and grow up with the skills to be archivists, museum curators, archaeologists or research analysts. We believe that all of our children are **STARS** with the potential to shine. The history curriculum has been structured so that our children develop their historical skills and knowledge (in line with National Curriculum milestones) by building upon prior learning. We want our children to remember their history lessons in our school, reaching learning milestones at key points in their school life. We want them to retain knowledge of key facts and vocabulary so that they have a foundation for their continued school life and life beyond school.

Curriculum Intent

The history curriculum promotes curiosity and a love of learning, it is broad and balanced, teaching **knowledge**, **skills** and **vocabulary** that are built upon as children progress through our school. The curriculum is rigorous and empowers our children to become independent and resilient – like all curriculum areas.

We want to equip our children with not only the minimum statutory requirements of the history National Curriculum but to prepare them for the opportunities, responsibilities and experiences of life after Holy Name.

We want our children to use the vibrancy of our great city to learn from other cultures, respect diversity, co-operate with one another and appreciate what they have. These, and other British Values, are placed at the heart of everything we do.

We enrich our pupils' time in our school with memorable experiences and provide opportunities which can be out of reach.

At Holy Name, our history curriculum aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world



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- Know about our local area and significant changes and the impact of historical events.
- 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; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- 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 to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

We have recently updated our history curriculum to follow the 'Unity Curriculum' (CUSP) approach: subject content and explicit vocabulary instruction are carefully mapped out to support 'thinking hard routines' such as questioning, chunking, sequencing, word paths, vocabulary instruction double page spread, word connections and sentence stems are all used to aid long term memory.

The CUSP history equips pupils to become 'more expert' with each study and grow an ever broadening and coherent mental model of the subject. This guards against superficial, disconnected and fragmented historical knowledge. Specific and associated historical vocabulary is planned sequentially and cumulatively from year 1 to year 6. High frequency, multiple meaning words (tier 2) are taught and help make sense of subject specific words (tier 3). The CUSP history is planned so the retention of knowledge is much more than just 'in the moment knowledge' The cumulative nature of the curriculum is made memorable by the implementation of Bjork's desirable difficulties, including retrieval and spaced retrieval practice, word building and deliberate practice tasks.



Curriculum Implementation

Key Stage Narrative

Key Stage 1

The sequence in KS1 focuses on young children developing a sense of time, place and change. It begins with children studying **Changes within living memory** to develop an understanding of change over time.

Pupils study the **Lives of significant individuals**, focusing on David Attenborough and Mary Anning. Chronology and place in time steers the understanding of the context in which these significant individuals lived. Terms such as legacy are introduced and used within the context of each study. This study is enhanced by studying the **Lives of further significant individuals**, including Neil Armstrong, Mae Jemison, Bernard Harris Jr and Tim Peake. In KS1, pupils study local history through significant events, people and places. The locality is further understood by knowing about the places, the buildings, the events and the people that tell a story of the past.

Events beyond their living memory. Here, pupils draw upon early concepts of chronology and connect it to more abstract, but known, events in the past focusing on the Great Fire of London.

Lower Key Stage 2

In lower KS2, pupils study the cultural and technological advances made by our ancestors as well as understanding how historians think Britain changed throughout the Stone, Bronze and Iron Ages. Archaeological history guides us to know how early humans were creative, innovative and expert at surviving in changeable environments. Having an in-depth understanding of Iron Age Britain offers solid foundations for the study of how Rome influenced Britain. This foundational knowledge is built upon and used to support long-term retrieval to contrast culture and technology. Pupils are able to draw upon prior understanding to support and position new knowledge, therefore constructing much more stable long-term memories. Substantive concepts such as invasion, law, civilisation and society are developed through explicit vocabulary instruction, another central component of CUSP.



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Studies of how Britain was settled by Anglo-Saxons and Scots gives a focus on cultural change and the influence of Christianity. Pupils study how powerful kings and their beliefs shaped the Heptarchy of Anglo-Saxon Britain.

CUSP also focuses on the Struggle for throne of England through a study of the Vikings, their origins, conquests and agreements with English Anglo-Saxon kings to settle and dwell in the region known as Danelaw.

Upper Key Stage 2

Later in KS2, knowledge of Anglo-Saxons is revisited and used to connect with a study of the Maya civilisation. The study compares advancement of the Maya culture and innovation to that of the Anglo-Saxons around c.AD 900. Here, location, settlement, people, culture and invention are compared and contrasted.

Pupils also study Significant monarchs after 1066. Five kings and queens are a focus of a depth study and comparison, drawing on their beliefs, actions and understanding their legacy. This chronological study revisits known periods of time and introduces new content and monarchs.

Ancient history, such as the achievements of the earliest civilisations - Ancient Egyptians and the study of Ancient Greek life and achievements are also studied learning about their influence on the western world. The understanding of culture, people and places are central to these studies. CUSP History connects these studies with prior knowledge of what was happening in Britain at the same time. The effect of this is to deepen and connect a broader understanding of culture, people, places and events through comparison.

Recent history, such as the Battle of Britain for example, is studied in the context of how conflict changed society in the Second World War. Modern history is also studied through units such as the Windrush Generation. Knowing about slavery, Caribbean culture and the injustice of the past enlightens pupils to understand why events happened and



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how these pioneers faced racism, discrimination and prejudice. PSHE and SMSC are vital components of the history curriculum - challenging racism and prejudice in all its forms. This is an integral feature of CUSP that spotlights the lessons we can learn from the past.

History subject specific characteristics, which we expect the children to demonstrate, have been developed and shared with all stakeholders. These characteristics underpin all work in history and form a focal point for display areas and provide a common subject specific vocabulary for staff and pupils. These characteristics are:

- A strong 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 confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, 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 using inference and deduction skills, learnt through our reading comprehension and using set historical vocabulary.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

All children are guided in their learning within a 6 phase lesson plan:
Phase 1 Connect: Children make connections with previous learning through questions, quizzes, two things, give one and get one routines.
Phase 2 Explain: Focus on the learning question. Introduction of essential vocabulary. Introduction of new words.
Phase 3 Example: Make worked examples really explicit. Use of diagrams, images, videos and artefacts to help articulate the content.
Phase 4 Attempt: Pupils practically have a go at selecting and or organising the content.



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Phase 5 Apply: Show what you know using a double page spread layout.

Phase 6 Challenge: Deepen what you know through questions and quizzes to increase the retrieval practice effect.

We encourage staff to teach a weekly history lesson on a half termly rotation with geography. This helps to ensure sufficient time is allocated to history and that historical subject matter can be revisited frequently. We believe that by crafting our curriculum this way, we improve the potential for our children to retain what they have been taught, to alter their long-term memory and thus improve the rates of progress they make.

Due to the format of our school year groups (a mixed year class in every key stage) we operate a cycle which ensures all relevant curriculum objectives are taught by the end of key stage 1, lower key stage 2 and upper key stage 2, this ensures that all children have accessed the whole curriculum when they leave our school.

Curriculum Impact

We use informal formative assessment information in every history lesson, following Rosenshine's Principles of Learning. Staff always consider cognitive load theory to ensure children retain as much knowledge as possible. Feedback, quizzes, thinking hard tasks and structured assessment tasks all contribute towards the bigger picture of how well pupils retain and remember the content. Information gained from formative assessment, within the 6 phase lesson, is used by staff to inform their short-term planning and short-term interventions. This helps us provide the best possible support for all of our pupils, including the more able.

Summative assessment is completed at the end of each unit of work, using a 2 page spread, allowing teachers to assess the children against the curriculum milestones. Teachers within KS1, LKS2 and UKS2 moderate the summative 2 page spread before recording their judgements on the Target Tracker assessment platform. This process means that every child's progress can be tracked as they move through the school. Our monitoring process provides an accurate and comprehensive understanding of the quality of education in history. A comprehensive monitoring cycle is developed at the beginning of each academic year. This identifies when monitoring is undertaken. History monitoring takes place termly. Monitoring in history includes: book



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scrutiny, lesson observations and/or learning walks, pupil/parent and/or staff voice.

All of this information is gathered and reviewed. It is used to inform further curriculum developments and provision is adapted accordingly.

History programmes of study: Key Stages 1 and 2

Purpose of study

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.

Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and 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; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- 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 to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed



Attainment targets

At key points in their school life, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. At Holy Name, we have milestones for foundation stage, key stage 1, lower key stage 2 and upper key stage 2 that we wish every child to aspire to or exceed. These milestones have been selected specifically for our children, to reflect the ethos and culture of Holy Name Catholic Primary School.

Subject content – Key stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

Subject Content – Key Stage 2



Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300