**Rationale**

**Pensans School seeks to explore the aims and objectives of the National Curriculum to form a basis of planning the history curriculum.**

History in Pensans has an enquiry-based approach to progression across the school with the disciplinary and substantive knowledge set out through the United Curriculum progression documents which show progression from year 1 to Year 6.

Our disciplinary strands of history are Cause & consequence, Significance, Change & continuity, Similarity & Difference and Evidence with Chronology being explored through every unit. The disciplinary strand are the major concepts that shape how history is organised or thought about as a subject and are the skills learnt that make our children historians.

The substantive knowledge we have chosen to focus on (in line with the National curriculum), is laid out clearly in knowledge organisers for teachers to refer to. These facts are focussed into a variety of areas which key knowledge then builds on year on year for each area, such as settlement, agriculture, governance, empire, invasion, civilisation, social structure, trade, migration, religion, education, medicine and monarchy. Because we are a mixed year group school, we are fortunate enough to be able to ensure our curriculum has a large number of opportunities to retrieve previous knowledge to help build on understanding – especially in chronology. The topics we teach in LKS2 are all focussed before the Roman empire and in UKS2, Romans and after. Children can then make links with previous learning and build understanding chronologically. In KS1 we focus on history closer to our present so that children can grasp an understanding of past, present and future. The taught substantive knowledge ensures there is breadth, balance, sequencing, depth and rigour.

Areas of learning and significant individuals have been chosen to ensure cultures are equally represented and links can be made to other curriculum subjects. We ensure that each topic has a key significant individual which we study. As a Cornish primary school, we feel it is important for children to learn about their local area and develop an understanding of its history which we do in KS1 studying Trevithick and his steam engine. In LKS2, children have a Cornish Mining focus and UKS2, Cornish history is linked to: The Romans, Vikings and in our Quest for Knowledge topic.

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| Intent |
| At Pensans School, our intent is to deliver a history curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. They will learn through linking the key vertical concepts of:  **Quest for knowledge**  How do people understand the world around them? What is believed; what is known; what scientific and technological developments are made at the time? How is knowledge stored and shared? What shapes people’s views about the world?  **Power, Empire and democracy**  Who holds power, and what does this mean for different people in civilisations? How is power wielded and legitimised? How are people’s rights different in different historical contexts?  **Community and family**  What is lifelike for different people – men, women and children – in different societies? How are these societies structured? How are family and community roles and relationships different in different historical contexts?  These 3 clear concepts provide both a concrete lens through which to study and contextualise history, as well as use small steps to help pupils gain a deep understanding of complex, abstract ideas. All of our history lessons fall under one or more of these concepts that build gradually and with increasing depth across the multiple contexts encountered by pupils as they move through our curriculum.  As a school with mixed year groups, our curriculum is taught in a rolling program over 2 years. This gives us the benefit that children get the opportunity to revisit ideas and better understand the chronology of the historic world. We create links to other subjects across the curriculum allowing a themed approach in areas that lend itself to this. In EYFS and KS1 start with topics within living memory which then moves onto concepts further away from the present. In KS2, children strive to understand pre-history as well as some of the earliest civilisations before moving onto eras that have helped define Britain. As we are a school in Cornwall, some of the eras that defined the rest of Britain, did not define us in the same way(Anglo-Saxons, Vikings), therefore we have two very focussed local studies in KS1 and LKS2 that allow our children to make the connection between our present lives and the past that formed us. Alongside this, we create links to the Romans and how they affected the Southwest though hands on fieldwork experiences.  At Pensans, we teach substantive knowledge (by substantive knowledge we mean the core historical facts of a particular period or topic, for example key dates, individuals or events specific to a unit) so that our children can begin to develop clear understanding of certain facts. This is linked to and developed by understanding our disciplinary knowledge throughout the topics. In our curriculum, disciplinary knowledge refers to how historians carry out their discipline to maintain and add to the subject’s understanding. Pupils learn what it means to be a historian, for example in areas such as ‘*Cause and Consequence’,* Children may learn that ‘*Changes can take place gradually (evolution) or very rapidly and completely (revolution)*.’ The disciplinary knowledge we strive to build is divided into 5 strands: Cause and consequence; Significance; change and continuity; similarity & difference; and historical evidence. We also look at procedural knowledge which refers to Chronology which historians need to know how to do*.* An example might be reading a timeline or using vocabulary like *decade* or *century*.  Throughout the teaching of the curriculum, children will answer quizzes on specific substantive knowledge about their current topic which will inform the retrieval sessions within lessons. Alongside this, at the end of a topic, children will create their own ‘knowledge organisers’ answering the topic enquiry question – prompted by the lesson questions - using the knowledge they have learnt through each lesson in that topic.  Vocabulary and understanding vocabulary are major parts of our history curriculum. Within each topic, children will be learning new words, what they mean and how to use them. This vocabulary will be laid out clearly on each knowledge organiser so that teachers understand the importance of children understanding these definitions. This vocabulary, twinned with other words they will have learnt in topics before, will be used on command modules during lessons. |
| Implementation |
| We use progression grids and our own knowledge organisers to ensure there is clear substantive knowledge, disciplinary skills and vocabulary progression throughout school. Key vocabulary has been identified and included in each lessons command module.  Where appropriate we use historical artefacts, visitors, workshops and visits to excite and intrigue our children to find out more about events and people from the past.  From EYFS up to the end of KS2, the children will be taught about various historical events, where they take place within a historical timeline and famous historical figures, some of which have shaped the world today.  **Structure of a lesson**  **Timeline** – Each lesson will start with a timeline. This could be where the topic appears on timeline, differences around on the timeline, similarities and differences in other areas, housing, food etc. What do we know already and where does it relate to other historical areas?  **Recap/Retrieval –** Next part of the lesson should relate to what has been learnt on this topic so far – not just last lesson. How will it apply to this lesson? Look for connections between all the lessons and the overarching enquiry question.  **Expectation –** Explain the learning question and what is expected by the end of this lesson, this is what you need to be able to show/tell me. How does today’s question relate/effect the over-arching enquiry question?  **Teaching –** Deliver through discussion and planned out questions based around knowledge, historical sources and facts. Formative assessment will be taken place throughout the lesson through the questioning and discussions.  **Individual learning –** Children will display learning in their books in a variety of ways. Some of these will be dictated by the teacher (Venn diagrams, change and consequence charts etc), and in other lessons children will be able to express their knowledge in their own way through which can include annotated diagrams or writing etc.  **Plenary** – This is done in a variety of ways in history. From low states quizzing, to reflecting on their own learning through discussions; either way, children will be reminded of the substantive knowledge and disciplinary concepts from the learning.  The individual learning in each lesson serves as a constant assessment tool to inform the teacher where to move the children onto next and what retrieval will be needed in future lessons. |
| Impact |
| **By the end of each school year -**   * Children will be able to discuss History with passion and understanding * Be subject to full coverage of the History National Curriculum. * Be provided with engaging experiences and develop skills that prepare them for the future.   **In Pensans we assess children in a variety of ways -**   * Formative assessment opportunities take the form of pupil questioning and observation of skills in each lesson and quizzes. * At the end of each topic, children will answer the topic enquiry question, which is an area where they can show off, not only their substantive knowledge, but also the disciplinary concepts and links they have understood. * The assessment opportunities inform teacher judgements around what a pupil has understood in each history unit. Knowledge and skills are assessed at the end of each unit to ensure impact of provision.   **Subject leader monitoring following the subject action plan through -**   * Lesson walkthroughs * Book scrutiny * Pupil conferencing   Children retain knowledge during retrieval quizzes |

**Potential History trips for each year group**

**-Year 1/2 –**

- Geevor mine – Local history mining

- Local trip – Homes through time

**-Year 3/4 –**

- Penlee house - Prehistoric Cornwall: Stone Age to Iron Age

- Truro museum – Ancient Eygpt

- Truro museum – Ancient Greece

- Local history

**- Year 5/6 –**

- Penlee house - Roman Britain

- Maritime museum - Vikings

- Bodmin Jail – Power, Empire, Democracy

**Useful links to websites for history**

<https://www.mrtdoeshistory.com/skills-and-concepts> Website has links to skills and concepts and breaks History down into Key Stages

<https://www.mylearning.org/> Great for sources

<https://www.timemaps.com/> TImeline resources with maps to link to Geography

<https://www.teachprimary.com/learning_resources/view/how-to-teach-chronology-in-ks1-ks2>  A range of activities

History Rocks - [Stone Age to Iron Age](https://youtu.be/2-dCeQM3TlM), - [The Greeks](https://youtu.be/z2DhPCKyOyQ), - [Enquiry](https://youtu.be/DakLb-nQP8Q), - [Egyptians](https://youtu.be/6Omn5tIk4Rc), - [Romans](https://youtu.be/Bioty7h73uQ)

<https://www.natgeokids.com/uk/teacher-category/history/> - games, specialist days and retrieval

https://www.oxfordowl.co.uk/for-home/school-year/subject-guides/history-at-primary-school/