



# History

## Curriculum Intent, Implementation and Impact Statement



### Intent

In line with the 2014 National Curriculum for History, our aim is to provide high-quality teaching of history which equips children to develop comparisons between the past and present day, allowing them to understand how society has been shaped over time. The curriculum will teach children key information about historical events, different eras in time and the impact these have had on our lives. Learners will be exposed to a range of exciting, dynamic lessons with the aim to develop their interest in history and allow them to explore the curriculum in a range of ways. At the heart of these lessons, the children will be taught to think critically, ask a range of questions and develop their own opinions and judgments.

By the time they leave King David School, children will have gained key knowledge and skills in the six main areas of the history curriculum: understand the history of Britain (as a coherent, chronological narrative) and the impact this has had on the wider world, to understand significant aspects of the wider world (including ancient civilisations), to gain and deploy a historically grounded understanding of abstract terms, understand a range of historical concepts (including but not exclusively; change, cause and consequence), to understand different methods of historical enquiry and to gain historical perspective by making links between historical events and present day. The objectives within each strand support the development of learning across the key stages, ensuring a solid grounding for future learning and beyond.

Opportunities are sought throughout the curriculum of history to support and promote the ethos of the school, living up to our motto of “Where Stars Shine”, and meeting the Mission and Vision Statements through the Golden Threads.

### **Key Stage 1 National Curriculum Expectations**

*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.*

### **Key Stage 2 National Curriculum Expectations**

*Pupils should be taught about:*

*Changes in Britain from the Stone Age to the Iron Age; this could include Iron Age hill forts: tribal kingdoms, farming, art and culture*

*The Roman Empire and its impact on Britain; this could include successful invasion by Claudius and conquest, including Hadrian's Wall and British resistance, for example, Boudica.*

*Britain's settlement by Anglo-Saxons and Scots; this could include Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture.*

*The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor; this could include Viking raids and invasion and resistance by Alfred the Great and Athelstan, first king of England.*

*A local history study; this could include a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.*

*A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066; this could include the changing power of monarchs using case studies such as John, Anne and Victoria.*

*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.*

## Implementation

At King David School, History is taught using the Curriculum for Unity Schools Partnership, which is structured around the principles of advancing both substantive and disciplinary knowledge cumulatively. We ensure that substantive knowledge is built upon cumulatively by centering our curriculum around 6 key substantive concepts: *community, knowledge, invasion, civilisation, power and democracy*. These concepts are the golden thread that run through our history curriculum from EYFS – Year 6, and are revisited and explored through different lenses year upon year. The effect of this cumulative model supports opportunities for children to associate and connect with significant periods of time, people, places and events

CUSP History draws upon prior learning, wherever the content is taught. For example, in the EYFS, pupils may learn about the past and present through daily activities, exploring through change, and understanding more about the lives of others through books and visitors as well as their own experiences. These experiences are drawn upon and used to position new learning in KS1. The structure is built around the principles of advancing cumulative knowledge, chronology, change through cause and consequence, as well as making connections within and throughout periods of time studied.

CUSP History is planned so that 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. This powerful interrelationship between structure and research-led practice is designed to increase substantive knowledge and accelerate learning within and between study modules. That means the foundational knowledge of the curriculum is positioned to ease the load on the working memory: new content is connected to prior learning. The effect of this cumulative model supports opportunities for children to associate and connect with significant periods of time, people, places and events. CUSP History strategically incorporates a range of modules that revisit, elaborate and sophisticate key concepts, events, people and places. A guiding principle of CUSP History is that pupils become 'more expert' with each study and grow an ever broadening and coherent mental timeline. This guards against superficial, disconnected and fragmented understanding of the past. 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 alongside and help make sense of subject specific words (Tier 3). Each learning module in history has a vocabulary module with teacher guidance, tasks and resources. CUSP fulfils and goes well beyond the expectations of the National Curriculum as we believe there is no ceiling to what pupils can learn if the architecture and practice is founded in evidence-led principles.

	Autumn	Spring	Summer
Year 1	Changes within living memory	The lives of significant people (Mary Anning and David Attenborough)	More lives of significant people (Neil Armstrong, Mae Jemison, Bernard Harris Jr., Tim Peake)
Year 2	Events beyond living memory (Great Fire of London)	Significant historical events, people, places in our locality	Significant historical events, people, places in our locality Revisit – Events beyond living memory
Year 3	Stone Age – Iron Age	Stone Age – Iron Age Rome and the impact on Britain	Rome and the impact on Britain
Year 4	Britain's settlement by Anglo-Saxons and Scots Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Ancient civilisation - Egypt or Shang Dynasty	Ancient civilisation - Egypt or Shang Dynasty
Year 5	Ancient Greece	Ancient Greece Comparison study – Maya or Benin and Anglo-Saxons	Comparison study – Maya or Benin and Anglo-Saxons
Year 6	Local History Study - how did conflict change our locality in World War 2?	Windrush generation	5 significant monarchs or Battle of Britain

## Impact

Our approach to the curriculum results in a fun, engaging, and high-quality history education. We are in the process of developing our monitoring across the subjects of the National Curriculum, moving towards measuring the impact of the curriculum through triangulation of outcomes: pupil voice, assessment and recording of achievement against the Key Skills, planning, monitoring of books, saved work and displays, lesson learning walks, discussions with teaching staff, pupils and parents. Pupils' achievement is recorded against the Key Skills and a summative grade given at the end of the academic year, which is shared with the parents in pupil reports. Comparisons are made between a cohort's progress in the subject over time and also between different cohorts' achievement against the Key Skills, and this is used to inform planning and the provision of resources. The Key Skills for History are available in a separate document.