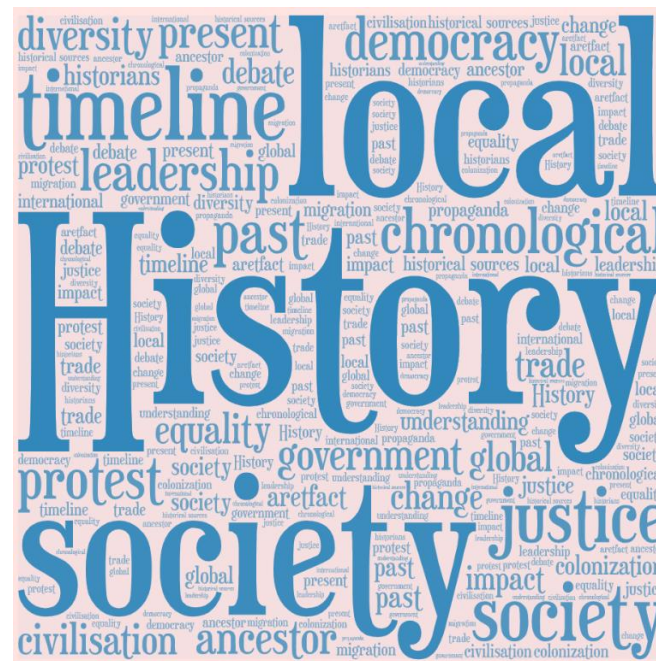




HILL TOP ACADEMY

History Curriculum Intent



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CURRICULUM LEAD AND HISTORY SUBJECT LEAD

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Introduction

Introduction

This document outlines the knowledge, language and concepts that should be taught in History.

It includes:

- A summary of the History knowledge and principles that underpin our approach
- Long Term Sequence (curriculum map) for History
- Progression of History including alignment with the National Curriculum, substantive concepts, lines of enquiry and key vocabulary.

Intent

Our History curriculum draws upon several powerful sources of History:

- **Key Concepts** – these are the key concepts that build and progress through our humanities curriculum. Mapped out in detail within the appendices of this document. The key concepts have been selected and cultivated in order to best meet the needs of the pupils within our academy and the context of the community in which they live.

Trade, food and farming Transport Community and culture Conflict and Economic conflict Power and hierarchy Exploration and invention

- **Substantive knowledge**—this is the subject knowledge and explicit vocabulary used about the past. Misconceptions are challenged carefully and in the context of the substantive and disciplinary knowledge. We do not introduce misconceptions too early, as pupils need to construct a mental model in which to position new knowledge.
- **Disciplinary knowledge**—this is the use of that knowledge and how children construct understanding through historical claims, arguments and accounts. We call it ‘Working Historically.’ The features of thinking historically in our History Curriculum are:

Cause and consequence Change and continuity Similarity and difference Historical significance Sources and evidence Historical Interpretations

Historical analysis is developed through selecting, organising and integrating knowledge through reasoning and inference making in response to our structured questions and challenges. We call this ‘Thinking historically’

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 enquiry-led learning, 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 units of learning. 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 significant scientific concepts, over time, and with increasing expertise and knowledge. History curriculum strategically incorporates a range of units that revisit, elaborate and sophisticate key concepts, events, people and places.

Implementation

We implement our intent using sequenced knowledge components and appendices to guide cognitive thinking. A guiding principle through the academy 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 Y1 to Y6. High frequency, multiple meaning words (Tier 2) are taught alongside and help make sense of subject specific words (Tier 3).

Learning sequences

We organise intended learning into units. These group the knowledge, skills and understanding that we want children to remember, do and use. Each unit aims to activate and build upon prior learning, including from the early years, to ensure better cognition and retention. Concepts and themes are deliberately spaced within and across years to introduce and revisit key learning. This enables staff to deepen pupil understanding and embed learning. Each unit is led by an overarching enquiry question and knowledge is carefully sequenced to enable pupils to purposefully layer learning from previous sessions to facilitate the acquisition and retention of key knowledge. To finalise learning sequences pupils are given opportunities to apply their learning in a final outcome.

Lesson structure

Lessons typically are split into six phases:

RETRIEVE This provides an opportunity to connect the lesson to prior learning from a previous unit or lesson. Teachers return children's attention to the previous lesson's learning enquiry or the overall learning enquiry for the learning unit, including key vocabulary and a cumulative whole school history timeline. Examples of thinking harder routines include Flash back 5, Recap questions and Quizzing. Retrieval practice allows all pupils to take time to remember things and activate their memories. Quizzing allows questions to be asked and allows pupils to carry out retrieval practice. Cumulative quizzing, allows for a few questions to be asked each lesson, which are built upon the previous lesson.

LINE OF ENQUIRY Pupils are introduced to new concepts through a shared learning enquiry. At this stage teachers think aloud to create links with prior learning and explicitly teach new vocabulary.

EXPLAIN/ MODEL This is the explicit teaching that needs to take place. Teachers should ensure they are clear what they want children to know and remember. They plan for and explicitly address common misconceptions so they can address these in lessons as they arise. They should be clear about the substantive knowledge and the vocabulary that they want children to understand in the session. This can be developed using key information, facts, and images so that explanations are precise. Providing pupils with high-quality examples is essential for learning. Pupils need to see worked examples. My turn, our turn, your turn is a technique that can be used to explicitly teach vocabulary and new concepts. Prepared examples should be carefully planned and need to be evident in teaching. Guiding pupil practice allows pupils to rehearse, rephrase and elaborate their learning. Children need the chance to attempt and verbalise their understanding. Children's own attempts are what help them to secure their understanding. Children need to have time to struggle and understand for themselves. This is not necessarily something that is recorded in books. This phase provides opportunities for teachers to check in with pupils to see who may need more challenge/support/scaffolds and if any misconceptions have arisen that need to be addressed.

APPLICATION This is where pupils would typically begin to record in books. The number of scaffolds may vary. Pupils could work collaboratively, with support or independent to apply their knowledge.

CHALLENGE Where appropriate, teachers will include a challenge question. This may be discussion based or included within their application. This should aim to challenge pupils thinking or offer an alternate point of view.

REVIEW Teachers get the children to interrogate their learning -summarise, explain, compare and contrast. Tools are built into routines to reduce overload and allow for hard thinking. These can be adapted for children based on their individual needs.

Impact

In order to identify the impact our curriculum is having on our pupils, we check the extent to which learning has become permanently embedded in children's long-term memory in addition to looking for excellence in their outcomes. We use tools to quality assure the implementation and impact of our curriculum:

- **Learning observations** help to evaluate subject knowledge, explanations, expectations, opportunities to learn, pupil responses, participation and relationships.
- **Assessment and achievement** articulate the outcomes from tasks, how well the content is understood and what the strengths and limitations are; it informs what to do next.
- **Pupil Book Studies** help to evaluate curriculum structures, teaching methods, pupil participation and response through a dialogic model.

When undertaking these we ask the following key questions

- How well do pupils remember the content that they have been taught?
- Do books and pupil discussions radiate excellence?
- Does learning 'travel' with pupils and can they deliberately reuse it in differing contexts?











Teachers employ a range of strategies both at and after the point of teaching to check the impact of their teaching on the permanence of pupils' learning. These include: retrieval practice, vocabulary use and application, deliberate practice and rephrasing of taught content, cumulative quizzing within the learning sequence, summarising and explaining the learning question from the sequence. Teachers use information from tasks, pupil book studies and other monitoring to support learning by responding to the gap between where pupils are and where they need to be. In lessons, they adapt explanations and examples to address misconceptions and provide additional practice or challenge where required. After lessons, they analyse pupils' responses to identify shared and individual gaps in learning and misconceptions. Teachers then adjust subsequent planned teaching in response.



We use **summative assessment** is 'to provide an accurate shared meaning without becoming the model for every classroom activity' (Christodolou, 2017). If our curriculum is effective, it will lead to improvements in summative assessments over time. Teacher assessment judgements are against an agreed assessment model (the curriculum). We make summative judgements termly. Teachers record summative judgements on OTrack.

Pupil book study is used as a method to quality assure our curriculum by talking to the children and looking in pupils' books. We do this after content has been taught to see the extent to which pupils are knowing more, remembering more and able to do more. In preparation, we review the planned content, knowledge and vocabulary, so that conversations with pupils are meaningful and focused on what has been taught. When looking at books, we look at the content and knowledge, teaching sequence and vocabulary. We also consider pupils' participation and consider the explanations and models used, the tasks the pupils are asked to do, the ability to answer carefully selected questions and retrieve information and the impact of written feedback. We ask careful questions that probe their knowledge, understanding and skills.

The **Subject Leader** undertakes a range of activities to understand what the curriculum looks like across the school and how well pupils know more, remember more and can do more as a result. In addition to the above tools, they use learning walks, planning reviews and book looks. They use their findings to support teachers to improve how they implement subjects and to make recommendations about the suitability of the intent for their subject. The Subject Leader formally reports on impact of the curriculum termly to the Curriculum Leader, Principal and Governors via action planning and analysis.

		Identity, Diversity and Social Justice		Leadership and Democracy		Human Impact on the Environment and Sustainability	
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Enquiry question	Why is it so great to be me?		Do all heroes wear capes?	What else is in my world?	What can I grow? (Science focus)	
Year 1	Enquiry question	Where do I live? What is it like and how has it changed?		Who sets our rules? Why do we have a king or queen?		How is the UK different to the polar regions? Why are polar bears in danger and what can we do to help?	
	Overview	Geography: Geographical Skills (using maps), Fieldwork What makes Edlington a special place to live? Where in Edlington am I?	History: Changes within Living Memory How has Edlington changed?	Geography: Locational knowledge Locate UK countries and capital cities	History: Lives of Significant Individuals Study of King Charles, Elizabeth II and other Kings/Queens	Geography: Place Knowledge (similarities and differences), Human and Physical Geography (climate), Location Knowledge (continents and oceans), Geographical skills (using maps) Locate continents and oceans. Locate the polar regions; how do they differ to the UK? Human impact on polar bears.	
Year 2	Enquiry question	How has transport changed over time?		Who showed the greatest leadership during the Great Fire of London?		How far does my food travel?	
	Overview	History: Events beyond living memory, aspects of change in National life How has transport changed and what impact has this had on life? Why is transport so important in Doncaster?		History: Event beyond living memory Study of the Great Fire of London		Geography: Place Knowledge (contrasting country non-European), Human and Physical Geography (climate, key human features) How far does food travel including fair trade and sustainability	
		Geography: Fieldwork Transport survey		Geography: Human Geography Compare population of London and Doncaster			
Year 3	Enquiry question	What happened when people from the Stone Age learned to farm?		How did the Ancient Egyptians influence the modern world?		How are different natural disasters caused and how are they affected by human behaviour?	
	Overview	History: Changes in Britain from the Stone Age to the Iron Age What was the impact of farming from the Stone Age to the Iron Age?	Geography: Locational Knowledge (counties), Human Geography (settlements, land use and trade)	History: The achievements of the earliest civilizations Study of the Ancient Egyptians with a particular focus on leadership, democracy and their legacy		Geography: Physical Geography (volcanoes, earthquakes), Geographical Skills and Fieldwork (map skills) A study of natural disasters, prevention and the impact humans have on these	
				Geography: Human and Physical (rivers, land use, biomes, Locational A study of the River Nile, location of countries in Africa			
Year 4	Enquiry question	What do I know about the world and how diverse it is? What human and physical features inspire people to travel?	Why is Ancient Greece considered to be the cradle of Western Civilization?	How did the Roman invasion change Britain and how did the inhabitants react?		What do the Anglo Saxons, Vikings and Normans all have in common?	Rivers – Friend or Foe?
	Overview	Geography: Locational Knowledge, Physical and Human Geography A geographical study culminating in research projects focusing on child chosen locations	History: A study of Greek life and achievements and their influence on the western world A study of Ancient Greece including the leadership of Alexander the Great.	History: The Roman Empire and its impact on Britain How did Ancient Rome become an empire and what was life like compared to today?	Geography: Place Knowledge (European study Italy) Similarities and differences in human and physical geography between Italy and the UK	History: Britain's settlement by Anglo Saxons and Scots, the Viking and Anglo Saxon struggle for the Kingdom of England	Geography: Physical geography (rivers, water cycle), Field work (Parson's House) Boys on the roof
Year 5	Enquiry question	Why was the Tudor period known as a religious rollercoaster?			When so much of the land they lived on was mountain and jungle, how did the Mayans become so important?	What will happen when all the forests are gone? How can we stop deforestation?	
	Overview	History: Beyond 1066; the changing power of monarchs, significant turning point A study of the Tudors and the changes that occurred that had a lasting impact leading into the start of the Industrial Revolution		Geography: Physical (mountains) A study of the Himalayas including human impact of physical features	History: a non-European society	Geography: Locational (South America, Congo), Physical Geography (land use, farming, resources) A study of the impact of deforestation	
		Geography: Locational Knowledge, Human Geography (settlements, similarities and differences) Tudor settlements and land use					
Year 6	Enquiry question	How did slavery contribute to the Industrial Revolution and did life change in Doncaster at that time?		What were the causes and consequences of World War II?		How can I exercise my rights and responsibilities as a citizen to live in a safe, sustainable and fair world?	
	Overview	History: Study of British History beyond 1066, Significant turning point, Local history study A study of the British Empire, slavery and the Industrial Revolution and changes that happened locally at the time		History: Study of British History beyond 1066, Significant turning point Study of WWII, starting with the Treaty of Versailles		History: Study of British History beyond 1066, Study of the Civil Rights Movement, formation of the UN and racism and discrimination	
		Geography: Human Geography Impact of the Industrial Revolution on globalisation – migration of people, economy, trade and distribution of resources				Geography: Human and Physical Geography Sustainable development goals Study of significant people trying to protect the planet Independent project	

	Identify, Diversity and Social Justice	Leadership and Democracy	Sustainability
	Autumn	Spring	Summer
EYFS	 <p><u>All About Me</u> Pupils will learn about their place in the world through exploring their family tree, their own family history and what makes them special and unique.</p>	<p><u>Do all Super Heroes wear capes?</u> Pupils will learn about a significant other and explore the qualities which make them a 'superhero.'</p>	<p><u>Traditional Tales</u> Pupils will explore a traditional tale from the past.</p>
Year 1	 <p><u>Me and My Community</u> Pupils learn about the history of Edlington through exploring artefacts from the school's history and engaging with older members of the community.</p>	 <p><u>Kings and Queens</u> Pupils learn about the role of Kings and Queens and how their power has changed over the last 1000 years. Children then explore parliament and complete debates to make rules for our school.</p>	<p><u>Polar regions</u> Geography focus</p>
Year 2		 <p><u>The Great Fire of London</u> Pupils learn about a historical event beyond living memory and explore the cause and impact of The Great Fire of London. They deepen their understanding of what it was like to live in the past</p>	<p><u>How far does my food travel?</u> Geography focus</p>
Year 3	 <p><u>The Stone Age, Bronze Age, Iron Age</u> Pupils understand how the first societies were formed and how the cultivation of natural resources defined different periods of time.</p>	 <p><u>Ancient Egypt</u> Pupils' first exploration of an ancient civilisation. They explore how religion and belief in the afterlife defined the roles of people in Ancient Egyptian society.</p>	<p><u>Natural Disasters</u> Geography focus</p>
Year 4	 <p><u>Ancient Greeks</u> Pupils learn about Ancient Greek city-states and who these were lead by. Pupils explore democracy in Ancient Greece and compare this with democracy in the UK today.</p>	 <p><u>The Romans</u> Pupils learn about how the Romans invaded and colonised different countries to build the Roman Empire. They begin to use different historical sources to understand the difference between historical fact and interpretation.</p>	 <p><u>Anglo-Saxons and Vikings</u> Pupils study how the people and leadership of Britain changed as different groups of people invaded and settled. Pupils contrast the leadership of Alfred the Great and Cnut the Great.</p>
Year 5	 <p><u>The Tudors</u> Pupils build on their knowledge of historical leaders and contrast the impact of Tudor monarchs on modern Britain. They learn to evaluate social justice and diversity at this time.</p>		<p><u>Deforestation</u> Geography focus</p>

Year 6	<u>Industrial Revolution</u>  Pupils learn about the Industrial revolution with a focus on children's rights and how these changed during this time.	<u>World War II</u>  Pupils explore the theme of leadership through studies of world leader during World War II. They critically analyse sources from the time to draw conclusions about how leaders presented themselves to the rest of the world and how their choices impacted on different people.	<u>Climate change</u> Geography focus
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Key Knowledge Components for History Example

Week 1	<p><u>Retrieval - What is a civilization, what do we mean by Western Civilization?</u></p> <p><u>When do historians define the ancient Greek period?</u></p> <ul style="list-style-type: none"> • Know that some historians argue that Ancient Greece was the most influential period in European history because of the ideas that were created then and there • Know that the Ancient Greek key period in history was at a similar time to the Iron Age in Britain when tribes and clans were fighting for territory.
Week 2	<p><u>What did Ancient Greek's believe in?</u></p> <ul style="list-style-type: none"> • Know that the Ancient Greeks were a polytheistic society - which means they believed in many gods and goddesses. • Know that Ancient Greeks believed that their world was protected by the gods who lived on Mount Olympus and they controlled everything. • Know that the gods and goddesses were ranked in a hierarchy. • Know that the Gods included Zeus (king of the gods), Athena (goddess of reason, wisdom and war, after whom the city of Athens was named), Hades (god of the dead and the underworld) and Poseidon (god of the sea)
Week 3	<p><u>How did the ancient Greek's trade?</u></p> <ul style="list-style-type: none"> • Know that throughout the times of ancient Greece, trade was essential to the flourishing of these city-states and the development of their economies; the ancient Greeks were a seafaring people, partly because of the need to trade but partly also because of the Greek islands that surround the area • Know one similarity and difference between trade today and trade during Ancient Greece.

Week 4	<p><u>How diverse was Ancient Greece?</u></p> <ul style="list-style-type: none">• Know the Minoans were the first great Greek civilization.• Know they didn't live on mainland Greece but on the nearby island of Crete, between 2200BC and 1450BC.• Know they were known as the Minoans after their legendary king, Minos.• Know Minoan times, women had critical roles in society, holding positions of great power.
Week 5	<p><u>How does democracy in Ancient Greece compare to today?</u></p> <ul style="list-style-type: none">• Know that Athens was the birthplace of Democracy, meaning 'rule by the people'.• Know that all citizens in Athens were allowed to vote. However, this meant that women and slaves (who did not qualify as citizens) were not allowed to vote.• Know the people of Athens did not have to suffer being ruled by a 'tyrant', as they could simply get rid of their leaders through a popular vote. This was known as '<u>ostracising</u>'.• Know that general elections are held in England to elect members of Parliament who will represent the people.