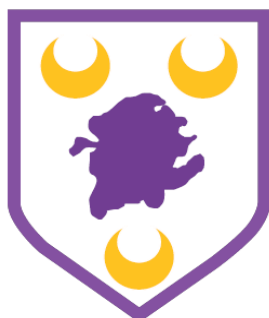


Our History Curriculum

Newcomen Primary School

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

- Theodore Roosevelt



NEWCOMEN

scientia potentia est

Intent

Newcomen Primary School is committed to safeguarding and promoting the welfare of children and expects all staff, volunteers and visitors to share this commitment. All children are provided with equal opportunities and equal access to the curriculum. At Newcomen Primary, we are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, belief, sexual orientation, age or socio – economic background. This document is a statement of our Intent for, and the Implementation and Impact of the teaching and learning of History skills and knowledge at Newcomen Primary School. At Newcomen Primary, we believe 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.

At Newcomen Primary School our curriculum intention is:

- To provide a logically planned and progressive curriculum which embeds key historical concepts and skills.
- To equip children's excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- To develop our children's ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- To develop our children's 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.
- To develop our children's ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- To develop our children's 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.
- To foster a respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- To follow the key aims of the National Curriculum and customise learning opportunities to meet the needs of our children linked to their locality and demographics.
- To embed the development of basic skills throughout our history curriculum to ensure we address the impact of social disadvantage on our children's literacy and maths skills.



Our History curriculum draws upon several powerful sources of knowledge. It is our intention that pupils become more expert as they progress through the curriculum, accumulating and connecting substantive and disciplinary historical knowledge.

1. **Substantive knowledge** - this is the subject knowledge and explicit vocabulary used about the past. Common misconceptions are explicitly revealed as non-examples and positioned against accurate content.
2. **Disciplinary knowledge** – this is the use of that knowledge and how children construct understanding through historical claims, arguments and accounts. We call it ‘Thinking Historically.’ The features of thinking historically may involve significance, evidence, continuity and change, cause and consequence, historical perspective, and contextual interpretation.

History Overview

Year	Autumn 2021	Spring 2022	Summer 2022
1	<ul style="list-style-type: none"> Changes within Living memory 	<ul style="list-style-type: none"> The lives of significant people (<i>Mary Anning and David Attenborough</i>) 	<ul style="list-style-type: none"> More lives of significant people (<i>Neil Armstrong, Mae Jemison, Bernard Harris Jr, Tim Peake.</i>)
2	<ul style="list-style-type: none"> Events beyond living memory 	<ul style="list-style-type: none"> Significant historical events, people, places in our locality 	<ul style="list-style-type: none"> Revisit – Events beyond living memory
3	<ul style="list-style-type: none"> Stone Age – Iron Age 	<ul style="list-style-type: none"> Rome and the impact on Britain 	<ul style="list-style-type: none"> Revisit - Stone Age – Iron Age
4	<ul style="list-style-type: none"> Anglo-Saxons and Scots 	<ul style="list-style-type: none"> Vikings 	<ul style="list-style-type: none"> Ancient civilisation - Egypt
5	<ul style="list-style-type: none"> Ancient Greeks 	<ul style="list-style-type: none"> Comparison study – Maya and Anglo-Saxons. 	<ul style="list-style-type: none"> Local History Study
6	<ul style="list-style-type: none"> Beyond 1066 - 5 significant monarchs 	<ul style="list-style-type: none"> The Battle of Britain 	<ul style="list-style-type: none"> Windrush

Early Years

In Early Years, children are encouraged and guided to develop their understanding of past and present. Our curriculum is delivered through play, adults modelling, observing one other, and through guided learning and direct teaching. Children are encouraged to be historians who are able to:

- Begin to make sense of their own life-story and family's history
- Talk about members of their immediate family and community.
- Name and describing people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.

We closely follow the revised EYFS framework to ensure that children develop a good understanding of the past and present, by:


- Spending time with children talking about photos, memories and encouraging children to retell what their parents told them about their life story and family.
- Presenting children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences.
- Offering hands-on experiences that deepen children's understanding.
- Showing images of familiar situations in the past, such as homes, schools, and transport.
- Looking for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past.
- Offering opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.
- Frequently sharing texts, images, and telling oral stories that help children begin to develop an understanding of the past and present.
- Introducing characters, including those from the past using songs, poems, puppets, role play and other storytelling methods.

	ELG 14 People, Culture and Communities	How this is achieved in EYFS
Specific Area of Learning Understanding the World	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. 	<ul style="list-style-type: none"> • What we were like as babies. • Making sense of their own life-story and families history. • Understanding that things happened before they were born. • Daily show and tell- discussions of what we did yesterday or at the weekend. • Memories of holidays. • Birthdays and family celebrations in the past. • Remembrance. • Annual Tea Dance. • Toys in the past compared to our toys now. • Visits in local areas with historical importance. • Using stories to develop an understanding of the past and present. • Changes during seasons - Autumn. • Bonfire Night - Guy Fawkes • Christmas - the Christmas Story • The Easter Story • Different forms of transport and changes over time. • Rosa Parks • How our local area has changed • The seaside in the past • Our memories of the seaside.


Narrative

KEY STAGE 1

The sequence in KS1 focuses on young children developing a sense of time, place and change.

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- It begins with children studying **Changes within living memory** to develop an understanding of difference over time within concrete experiences of their lives. This chronological knowledge is foundational to the understanding of change over time.
 - Pupils study the **Lives of significant individuals**, focusing on Sir 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 revisited and 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, 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. Here are further opportunities for pupils to revisit and retrieve prior learning with a focus on 'Events beyond living memory'.

LOWER KEY STAGE 2

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- In 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.
 - 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.
 - Our curriculum 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.
- 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 the influence on the western world. The understanding of culture, people and places are central to these studies. Our history curriculum 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.
- 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.
- 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.

Concept and Content Map

	EYFS Understanding the world	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps	Changes within living memory	Events beyond living memory				
			Revisit events beyond living memory				
Significance	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps	Lives of significant people	Significant historical events, people and places in our locality.				
		More lives of significant people					
British history	Past and Present Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class			Stone Age Bronze Age Iron Age	Anglo-Saxons	Compare non-European society with Anglo-Saxons (Maya, early Islamic* or Benin*)	
				Rome and its impact on Britain	Vikings		Beyond 1066 (Monarchs or Battle of Britain*)
							Local history study
Ancient history	Understand the past through settings, characters and events encountered in books read in class and storytelling				Achievements of an Ancient civilisation (Egypt, or Shang Dynasty, Sumer* or Indus Valley*)	Ancient Greeks	

Implementation

We take immense pride in the fact that our ambitious and appropriate curriculum is underpinned by evidence informed research and cognitive science. Our exciting and informative modules are deliberately sequenced for robust progression with a strong emphasis placed on oracy and vocabulary acquisition, retention and use. This is key to breaking down learning barriers and accelerating progress. A rich diet of language and vocabulary is deliberately planned for and specific skills are discreetly taught and practised so that they become transferrable. We ensure that our learning modules activate prior learning, build on skills and deepen knowledge AND understanding. We strongly believe that this approach, alongside exciting experiential learning, offers the best opportunity for our pupils to flourish. This is the Newcomen Way!

“Memory underlines knowledge which underlines intelligence” – Dr Pitor Wozniak.

Modular Approach

At Newcomen Primary School, our ambitious and appropriate History curriculum is taught across each year group in series of stimulating modules. Enhancing key historical understanding, skills and vocabulary is a key component of this. We place great importance in ensuring each module aims to activate and build upon prior learning to ensure better retention. The more you remember, the more you know! Each module is carefully sequenced to enable pupils to purposefully layer previous learning to ensure the retention of key historical knowledge. Modules are also revisited to ensure pupils retain key knowledge and information. We strongly believe this helps our pupils retain what they have been taught more effectively. History is studied chronologically and comparisons are made between different time periods and cultures including linking to other subject areas such as Geography.

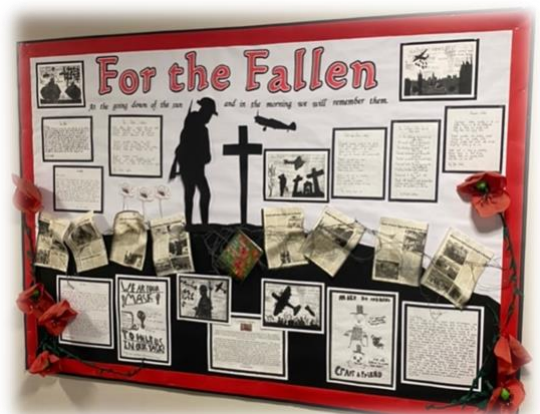
***We recognise and appreciate that repetition is the mother of learning –
‘repetitio est mater studiorum’ - Zig Ziglar***

Subject Skills

As well as ensuring pupils are taught key knowledge, each module is designed to offer pupils the opportunity to develop their skills as an Historian by: understanding chronology, undertaking enquiry, using historical evidence and making connections in their learning. Pupils are taught to think critically, using a range of sources to draw conclusions and are encouraged to make connections across the curriculum. Ensuring our pupils have the key skills and appropriate knowledge, enables them to flourish as historians.

Cumulative Quizzing

At the start of each module, pupils undertake a short quiz, to establish prior knowledge and understanding of the module content. Throughout each module pupils continually revisit previous content to reinforce key knowledge and vocabulary. At the end of the module, pupils take another quiz to check their understanding and knowledge. This approach allows pupils to utilise effective cognitive load and ensure retention. All quizzing is recorded in each child's personal quiz book.



Planning

All of our inspiring modules are clearly and purposefully sequenced. Each module highlights prior learning, key concepts, knowledge and vocabulary. This enables all our skilled teachers to plan and deliver stimulating lessons that support the needs of all pupils in the classroom which ensures all of our children flourish as a result.



Knowledge Organisers and Knowledge Notes

Our well-designed Knowledge Organisers play a fundamental role in helping all our children know and remember more. They contain key vocabulary, information and concepts which all pupils are expected to understand. Knowledge Organiser are sent home to families to support with home learning.

Our Knowledge Notes play a pivotal role in helping our children acquire and retain new knowledge and vocabulary. They support vocabulary and concept acquisition through a well-structured cumulative sequence. Each Knowledge Note begins with questions that link back to the cumulative quizzing, focussing on key content to be learnt and understood. They are an essential tool for helping to not overload working memory and give real clarity to what we expect children to know.

Knowledge Organisers and Knowledge Notes are dual-coded to provide pupils with visual calls to aid understanding and recall. This helps all our children access the curriculum by empowering them with a very tight set of key knowledge, skills and vocabulary, which gives them the confidence to use and apply effectively.

Projects

Our subject enhancement homework projects include a variety of home learning tasks connected to our history learning modules. They encourage our pupils and their families to extend and deepen learning beyond the school curriculum. We are always so impressed with the quality of the projects the children create! Time within school is also afforded for the children to develop their oracy skills by talking about their projects to their peers using and applying the knowledge they have acquired.



History and English

Reading: At Newcomen Primary School, we are passionate about reading! Our history curriculum ensures all pupils have to access high quality texts from a wide range of sources to support their learning and develop their skills. Shared reading is implemented to help our pupils acquire knowledge and deepen their understanding of the subject.

“Think before you speak. Read before you think.” – Fran Lebowitz

Vocabulary: At Newcomen Primary School, we are passionate about vocabulary! Vocabulary acquisition, retention and application forms a key part of our wider curriculum. Subject specific Tier 2 and Tier 3 words are incorporated into each module and pupils document and commit these to memory to expand their history vocabulary repertoire. All children have their own vocabulary knowledge book for History. This documents the key vocabulary the children are expected to learn.

Oracy: At Newcomen Primary School, we are passionate about oracy! When discussing their findings or presenting information, pupils are encouraged to speak using full and coherent sentences, and incorporate the key subject vocabulary. Pupils are supported to develop their oracy skills across the school where adults and children can ask each other about aspects of their learning. We want all are pupils to be articulate and well-informed members of society.

Writing: At Newcomen Primary School, we are passionate about writing! Pupils take great enjoyment from writing across all areas of the curriculum and teachers model how to write purposefully in each subject using key structures and vocabulary. Where appropriate, pupils are encouraged to apply their knowledge of the Writing Checklist. Pupils use their vocabulary knowledge book and knowledge notes to support their writing. The children are all extremely proud of their work and take great pride in combining their talent for writing with the excellent subject knowledge.

Without language, one cannot talk to people and understand them; one cannot share their hopes and aspirations, grasp their history, appreciate their poetry, or savour their songs."

- Nelson Mandela

Resources

All of our History modules are underpinned by high-quality texts which support wider curriculum reading. This is something we are extremely proud of as reading is at the heart of all that we do at Newcomen Primary School. Our use of digital texts from 'Curriculum Visions' ensure a wide range of inspirational resources can also be accessed at home. This enables our children to enthusiastically share what they have been studying with their parents and carers. As well as our own school library, extensive site and online resources, we also access, local organisations and the local library to enable children to broaden their historical understanding and curiosity. This is an essential part of the curriculum and one that we are very proud of. It is a wonderful world out there and it is essential our children get to see and experience it!



Personal Development

At Newcomen Primary School History contributes significantly to pupils' social, moral, spiritual and cultural development. The study of History involves a sense of curiosity and the mystery of how and why events in the past happened and raises questions as to what could have happened if events had had different results. Pupils are encouraged to explore the role played by important individuals, for good or ill, in the shaping of the world we live in. Pupils also reflect upon different interpretations of the past and how these interpretations have been arrived at. Through History lessons pupils are asked to consider and comment on moral questions and dilemmas. Events and beliefs in the past will often be at odds with what we would consider unacceptable today (and were to some people in the past also). Pupils will be encouraged to show compassion for people facing dilemmas and to empathise with decisions which people in the past made and the reasoning behind these decisions. Notions of right and wrong are explored in connection with events from the past, linking with the value of justice. In addition to this, pupils will study, and be encouraged to gain an understanding of and empathise with, people from different cultural backgrounds. They will examine how other cultures have had a major impact on the development of 'British' culture. Pupils develop a better understanding of our multicultural society through studying links between local, British, European and world history.

Cultural Capital

Children will develop an understanding about other cultures, races and backgrounds around the world; they will learn about different time periods and further develop cultural capital by learning about the lives and experiences of others through the varied modules, language rich progressive texts and resources that are used within school. Visitors into school and visits, both within the local area and further afield, also enhance the cultural capital offer.



Equal Opportunities



At Newcomen Primary School we are committed to ensuring equality of opportunity for all our pupils. We are determined to maintain a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life. Mutual respect and tolerance for all cultures is promoted through the study of History.

At Newcomen Primary School, we aim to encourage all children to reach their full potential through the provision of varied quality opportunities. We recognise that our curriculum planning must allow children to gain a progressively deeper understanding and competency as they move through our school.

SEND/Inclusion:

Newcomen Primary School is committed to ensuring that all pupils achieve their full potential. Barriers to learning are quickly identified and the school is committed to closing any gaps in achievement.

Each child is unique and within every school there will always be a number of children, who for a variety of reasons, are classed as having special educational needs or disabilities (SEND). The school identifies children with a suspected Special Education Need early so that interventions are swift and immediate.

All children receive quality first teaching and activities are differentiated appropriately. Every teacher at Newcomen is a teacher of every child in our school, including those with SEND.

When identified pupils require additional support, proven intervention programmes, booster classes and 1-1 support are provided. Small, focused groups are also provided for children who may require additional support within lessons. The needs of children with English as an additional language will be met through targeted support in the classroom and additional 1-1 focused support.



More Able Learners: More able learners will be identified as part of our assessment procedures. We will provide for their needs through a framework of high quality first teaching which focuses on ensuring the children are challenged appropriately. In addition, we will focus on developing their learning behaviours, including: greater reflection, problem solving and enquiry, making connections, higher order thinking skills and independent learning.

Continuous Professional Development

All staff members keep up to date with subject knowledge and use quality resources to support their delivery of our ambitious and stimulating curriculum. All teachers and support staff attend all staff training. Training needs, based on the local and national initiatives, are identified, planned and delivered by the History Team. All staff have undergone CPD in Spaced Practice Retrieval Theory. In addition, staff have been trained in evidence informed reading pedagogy which emphasises the importance of teaching reading across all subjects and how to teach vocabulary – including etymology (origin of words) and morphology (formation of words).

Teachers are encouraged to develop their subject knowledge by accessing resources and disseminating good practice in school and online.

Home School Partnership

All parents receive a laminated Year Group Curriculum Overview detailing information about the curriculum at the beginning of each academic year. This explains in detail the curriculum. The History curriculum map is also available on our website for our parents and carers to refer to.



Impact

Assessments are undertaken in line with our school assessment policy. Teachers use effective assessment for learning to ensure planning is based on prior attainment and that pupils know what needs to be done to achieve the next steps. Group and individual targets are discussed and set accordingly

Cumulative Quizzing

At the start of each module, pupils undertake a short quiz in Years 3-6 or a verbal assessment (Years 1-2), to establish prior knowledge and understanding of the module content. Throughout each module, pupils continually revisit previous content and quizzing to reinforce key knowledge and vocabulary. At the end of the module, pupils take another quiz to check their understanding and knowledge. Baseline scores are compared with end of module results with an aim for 80% retention by most pupils. We believe this is a really effective way for helping our children know and remember more.



Pupil Book Study

Senior leaders and subject leaders undertake book studies to monitor the effectiveness of teaching and learning. This includes sessions with small groups of pupils using questioning to check and ensure information and knowledge is acquired and understood with increasing confidence. Feedback is given to teaching staff to inform future planning.



Ongoing Teacher Assessment

Teachers use formative and summative assessments to monitor pupils and inform planning for subsequent sessions. Pupils who are identified as needing support are supported either during post teaching interventions or in the following session as appropriate. Pupils working above the expected standard will also be identified and challenged appropriately to extend their learning.

Consultations and Open Afternoons

Consultations with parents and carers take place each term and an annual written report is shared in the last term of the school year. Open afternoons occur on a termly basis where parents and

carers are invited into school to celebrate and enjoy children's work in books and the learning environment. Parents and carers are warmly welcomed into school and actively encouraged to contact school should the need ever arise. Teachers also contact parents/carers to discuss the progress of a child and to celebrate achievement.

