

Vision Statement for History

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

Theodore Roosevelt

We believe that a well-rounded History curriculum will allow children to gain a coherent knowledge and understanding of Britain's past and that of the wider world. It will help them to understand how and why people's lives have changed and look at the impact of significant individuals and events. We want the children at our School to question, reason and challenge and this will equip them well for their future understanding of what it means to be a global citizen.

History lessons are underpinned by key themes in both disciplinary and substantive knowledge. This ensures a progression in key knowledge and chronology, but will also develop essential historical skills allowing them to know more and do more. It will also ensure that children learn to work as historians and are able to communicate the knowledge they acquire. Our progression map shows how each of these areas develops as the children move through the School studying different eras, people and events. See Long Term Plan below.



CURRICULUM WITH UNITY SCHOOLS PARTNERSHIP

History

Long Term Plan - 2022-23



Big Ideas - Substantive Concepts						
Community	Knowledge	Invasion	Civilisation	Power	Democracy	
Disciplinary Knowledge – Thinking as a Historian – Historical Enquiry						
Chronology	Cause and Consequence	Change and Continuity	Similarity and Difference	Evidence	Significance	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 & 2	Introduce Events Beyond Living Memory – The Great Fire of London (Y2)		Study Significant Historical Events, People and Places in their own Locality (Y2)		Revisit Events Beyond Living Memory (Y2)	
	Community Knowledge Democracy	Chronology Cause and consequence	Community Knowledge Power	Chronology Significance	Community Knowledge Democracy	Chronology Change and continuity
Year 3 & 4	Introduce the Roman Empire and its Impact on Britain (Y3)			Introduce the achievements of the earliest civilisations – Ancient Egypt Study (Y4)		
	Community Power Invasion Democracy	Cause and Consequence Similarity and Difference Evidence Significance		Power Knowledge Civilisation		Chronology Significance Change and Continuity
Year 5 & 6	Study 5 Monarchs Through Time (to extend pupil's chronological knowledge from 1066) (Y6)		Study The Windrush Generation (Y6)		The Battle of Britain (Y6)	
	Power Democracy Invasion	Chronology Change and Continuity Significance	Community Civilisation Power	Chronology Cause and Consequence Similarity and Difference	Knowledge Invasion Community	Chronology Change and Continuity Evidence



CUSPA
CURRICULUM WITH UNITY SCHOOLS PARTNERSHIP

History

Long Term Plan - 2023-24



Big Ideas - Suggested Substantive Concepts						
Community	Knowledge	Invasion	Civilisation	Power	Democracy	
Suggested Disciplinary Knowledge – Thinking as a Historian – Historical Enquiry						
Chronology	Cause and Consequence	Change and Continuity	Similarity and Difference	Evidence	Significance	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 & 2	Study History: Introduce Changes within Living Memory (Y1)		Introduce the Lives of Significant Individuals (Y1) Mary ~~Anna~~ and David Attenborough		Revisit Study Changes within Living Memory (Y1)	
	Community	Chronology Evidence	Community Knowledge	Chronology Significance	Community Knowledge	Chronology Similarity and Difference
Year 3 & 4	Introduce Changes in Britain From the Stone Age to the Iron Age (Y3)		Introduce Britain's settlement by Anglo-Saxons and Scots (Y4)		Introduce The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (Y4)	
	Community Knowledge Civilisation	Chronology Change and Continuity Significance	Power, Invasion Community,	Chronology Similarity and Difference Evidence	Power, Democracy, Invasion	Chronology Cause and Consequence Similarity and Difference
Year 5 & 6	Ancient Greece - a study of Greek life and achievements and their influence on the western world (Y5)		Study a ~~non European~~ society that provides contrasts with British history – Maya c. AD 900 (Y5) (compare to the Anglo-Saxons c. AD 900)		Local History Study – How did conflict change our local area in World War 2? (Y6)	
	Democracy Knowledge Civilisation	Chronology Cause and Consequence Significance	Power, Knowledge, Civilisation	Chronology Change and Continuity Similarity and Difference	Democracy Community Invasion	Chronology Evidence Change and Continuity

History is taught in themed blocks but in an increased frequency sequence in line with the CUSP education framework. This means that children are constantly required to remember key facts which deepens memory and speeds retrieval.

Through the teaching of history, we endeavour to support children in understanding the complexity of people's lives, the process of change and the diversities of societies as well as developing their own sense of identity. We want our History curriculum to broaden children's horizons, challenge preconceived ideas, value the impact of those that have been before and know that *"The more you know about the past, the better prepared you are for the future."*