

# Newington CEP School



## History Curriculum!

## **Contents:**

History Roadmap – Page 3

History Enquiry Question Roadmap – Page 4

Substantive Knowledge Map – Page 5

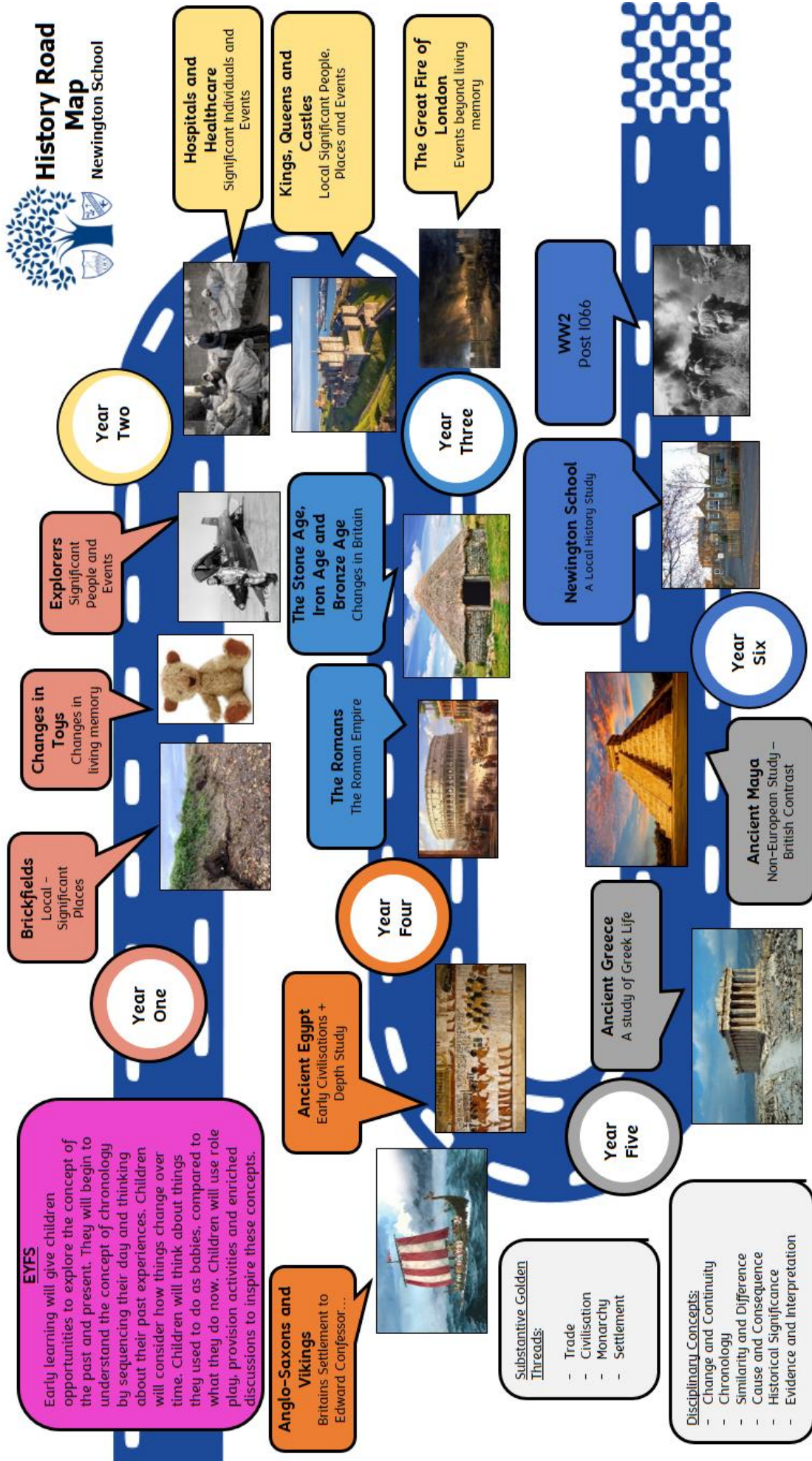
Disciplinary Concepts – Page 6

Our curriculum – Pages 7-9

Adaptive Teaching in History Lessons – Page 10

Vocabulary Progression – Page 11

History Endpoints – Pages 12-13



## Key Enquiry Question Roadmap

### EYFS

**EYFS begin the historical journey by using their Understanding the Wider World goals to initiate meaningful and historically based conversations in the following topics.**


Ourselves/Families, Gunpowder plot, Remembrance, The Christmas story, Transport past and present, Seaside now and then, Transition and memories. Also covered through children's own interests and interactions during provision time.

Year 1	<p><b><u>Changes within Living Memory (Toys)</u></b></p> <p>How have children's toys changed since our older relatives were little?</p>	<p><b><u>Local History (Brickfields)</u></b></p> <p>Why were the Brickfields significant to my local area?</p>	<p><b><u>Significant Individuals (Explorers)</u></b></p> <p>Where have humans explored?</p>
Year 2	<p><b><u>Significant Individuals in History (Hospitals and Healthcare)</u></b></p> <p>How did Florence Nightingale, Mary Seacole and Edith Cavell help to improve hospitals?</p>	<p><b><u>Significant Individuals and Local Places (Kings, Queens and Castles)</u></b></p> <p>Where did kings and queens live through time?</p>	<p><b><u>Events Beyond living memory (Great Fire of London)</u></b></p> <p>How did the great fire change London?</p>
Year 3	<p><b><u>Stone Age and Bronze Age</u></b></p> <p><b><u>Bronze Age and Iron Age</u></b></p> <p>How did daily life change in Britain from the Stone Age to the Iron Age?</p>		<p><b><u>Roman Empire and Britain</u></b></p> <p>How did the Roman empire impact Britain?</p>
Year 4	<p><b><u>Ancient Egypt</u></b></p> <p>What were the Greatest achievements of the Ancient Egyptians?</p>	<p><b><u>Scots and Anglo-Saxons</u></b></p> <p><b><u>Anglo-Saxons and Vikings</u></b></p> <p>How did England change during the settlement of the Anglo Saxons and Vikings?</p>	
Year 5	<p><b><u>Ancient Greece</u></b></p> <p>What were the Greatest achievements of the Ancient Greeks?</p>	<p><b><u>Early Civilisation (Maya)</u></b></p> <p>What similarities and differences are there between the Maya civilisation and England from the 8<sup>th</sup> – 10<sup>th</sup> century?</p>	
Year 6	<p><b><u>Local History (Newington School)</u></b></p> <p>How has our school evolved since the Victorian times?</p>	<p><b><u>Post 1066 (WW2)</u></b></p> <p>Why was the battle of Britain a significant turning point for the UK in WW2?</p>	




## Disciplinary Concepts

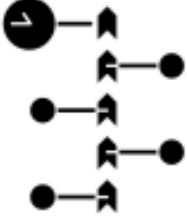
Disciplinary concepts are embedded within our curriculum and revisited progressively throughout each year group

**Cause and Consequence** 

a relationship in history between an event or a decision (the cause) and the events that follow it (the consequences)

**Similarity and Difference** 

understanding of the complexity of people's lives, differing perspectives and relationships between different groups

**Chronology** 

events or dates in the order of their occurrence

**Evidence and Interpretation** 

use a range of sources to build up a picture of the past and consider their usefulness

**Change and Continuity** 

recognise things that may change or remain the same over time

**Historical Significance** 

a decision about what is important from our past

# A historian explores...

# How do we show progression within and application of chronological understanding?

## EYFS – Seasonal Timeline

Within early years, chronology is introduced using the concept of seasonal changes and the impact of those on weather. EYFS also aims to introduce chronology by looking at ordering events and sequences within the child's every-day-life, such as brushing teeth before leaving for school.

## KS1 – Within and Beyond Living Memory Timeline

KS1 introduce the historical concept of chronology by comparing events in relation to time and understanding which happened first. Children are exposed to vocabulary such as 'within and beyond living memory'. Children also begin to order event-based sequences specific to the learning taking place.

## LKS2 – Timeline

Children should begin to explore concepts on a timeline such as scale, interval, and duration. They will be beginning to compare and contrast events based on their time in history and previous learning. Children should begin to understand that a period of history is different to a topic covered in KS1 and use specific chronological terms accurately to explain this. Children should make links between different periods of time studied and begin to be able to discuss what was happening around the world at the same time. Children should know that there is no year zero. Children will begin to understand the terminology BC/BCE and BC/AD.

## UKS2 – Timeline

Children will be able to place events in a coherent framework and be able to explain, discuss and compare links between different time periods. Children will compare concurrent timelines, looking at local, British and world history, considering the impact of these on civilisations at that time and on us now. Children will understand the terminology BC/BCE and BC/AD.

## Revisit Opportunities

Previous learning should be revisited using timelines, reminding children of previous time periods and the key events from within these. Timelines can then be used visually to make connections to explore current concepts within a new time period. There will be opportunities at the end of each unit to revisit and consolidate their learning. Chronology based lessons will also appear throughout most topics in all year groups.

## What does history look like?

### Our Children...

By the end of their history journey within school, we will have encouraged children to become passionate historians with a thirst for information relating to the past. The children will become engrossed in the rich, fascinating narrative of history explored in each topic. Children will be capable of asking and answering historically valid questions. Children should be eager and inquisitive when learning about the past and be aware of the processes it takes to be a historian. Children should be exposed to a variety of learning situations to promote independence and should make links between learning from previous year groups. Children will have gained a narrative of history that forms a coherent and chronologically sensible tale of the years in our past and how they impact our present.

### How is the curriculum designed?

The curriculum has been designed with the children's ability to learn, engage with and remember taught information at its core. The curriculum covers a wide breadth of significant people, places, events and time periods which allows children to make contrasts and connections. To ensure learning is retained units such as Maya, Anglo-Saxons and Vikings and the Iron Age – Bronze Age will be studied over a longer period of time in school. The longer units allow more in depth and meaningful discussions to form a basis for long-term memory and a higher level of overall understanding.

The expectation is that history is taught on a weekly basis with opportunities for external learning and enrichment activities interwoven. Teaching on a weekly basis allows for spaced retrieval practice and to ensure assessment throughout the unit is used to inform planning and interventions allowing all children to meet their potential.

Unit Overview documents outline previous and future learning along with learning questions to guide teaching throughout the term. It is expected that all learning questions are taught throughout the unit and that key aspects within each lesson are maintained (vocabulary checks, stop and jot activities and quizzing). However, teachers are able to use their professional judgement and teach their content in a variety of ways. This could include themed trips, visitors, workshops and museums and enrichment days as some lessons may be closely linked and therefore able to form a combined narrative.

### What should our lessons look like?

Lessons should highlight previous learning and the next step children will take in their journey. Each lesson will introduce a 'skill' that the children will need to become a historian in that lesson. Every lesson should contain specific vocabulary focused activities to allow spaced retrieval practice and the learning of new terminology. Lessons will allow for short, periodic mini quizzes or stop and jot activities to ensure children are engaged in the learning and to highlight the need for further scaffolding.

Lessons aim to ensure all children achieve and are successful, this is led by an adaptive teaching and varied levels of scaffolding and adult support. History is conveyed in a rich, exciting narrative which encourages children to make chronological connections and make contrasts whilst being immersed in the events, people and the places highlighted in the topic. Enriched questioning and discussions should take place throughout, challenging all children to become inquisitive historians capable of making their own interpretations.

### **How is history recorded?**

EYFS have enriched discussions about the world, the people within it and how life has changed for them in their own lives. They will complete activities during provision time based on these discussions.

Years 1 – 6 use individual student books to record written interpretations and responses and to allow for revisiting learning from previous units. They also have in-depth discussions and are encouraged to verbalise their answers where appropriate. Some lessons may be recorded through photographs of enrichment activities or videos of drama activities, allowing children to put themselves in that moment of history. The curriculum is designed to enable children to express their understanding of their learning without pressure to record. This in turn aims to reduce cognitive overload and instead, focus energy on retaining the knowledge and making connections.

KS1 and KS2 ensure they have a meaningful and accessible working wall, which is up to date with relevant vocabulary and key information to support learners. The working wall should also display a timeline to ensure chronology is a continual concept across all lessons. The display highlights the substantive concepts that are interwoven throughout our curriculum alongside the disciplinary concept being explored in that lesson.

### **Assessment Opportunities:**

- Recap quizzes throughout lessons – stop and jot, low stakes
- Vocabulary checks throughout lessons – current and previous terminology
- In class work, discussions and Q&A with teachers and support staff
- End of unit assessment quiz – use this to inform gaps for next term
- Include previously taught learning to encourage spaced retrieval opportunities
- Cumulative end of lesson quiz linked to each learning question, to inform planning and teaching

## Adaptive teaching

Adaptive teaching is embedded in our History curriculum. Below are some adaptations teachers may include in their lesson delivery

Adaptive Teaching Techniques to Consider:	Communication and Interaction - ASC	Communication and Interaction – S&L	Cognition and Learning	Social, Emotional and Mental Health	Sensory and/or Physical Needs
	<ul style="list-style-type: none"> <li>• Visual support</li> <li>• Now and Next boards and sequence strips.</li> <li>• Communication support software such as Communicate in Print or Widgit.</li> <li>• Allow processing time.</li> <li>• All attempts to speak are supported.</li> <li>• Modelling.</li> <li>• Partner talk</li> <li>• Sentence stems – open and closed questioning.</li> <li>• Preteach of vocabulary</li> <li>• Check back that any verbal input has been understood.</li> <li>• Provide checklists or task boards</li> <li>• Timers to structure tasks</li> <li>• Scaffolding – writing frames</li> <li>• Colourful semantics</li> <li>• Provide alternative methods of recording – assistive technology</li> <li>• Talking tins</li> <li>• For assessment, share and explain marking criteria to support understanding of why work needs to be completed in a particular way.</li> <li>• Use of drama and role play.</li> <li>• Allow all class texts to be accessible and visual if needed</li> <li>• Use of actions when learning new vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment through teaching</li> <li>• Clear and simple instructions</li> <li>• Give time before response to questioning</li> <li>• Talk partners</li> <li>• Differentiated resource – adaptive teaching</li> <li>• Small group and individual support.</li> <li>• Plan opportunities for success and celebrate those successes.</li> <li>• Note taking</li> <li>• Working walls</li> <li>• Opportunities for repetition and overlearning</li> <li>• Repetitive quizzing structure to enable embedded knowledge</li> <li>• Movement/learning breaks</li> <li>• Provide vocabulary word mats needed</li> <li>• Use inbuilt accessibility features of tablets, phones or laptops e.g. speech to text functions.</li> <li>• Use dyslexia friendly software e.g. CLICKER.</li> <li>• interventions in place where needed.</li> <li>• Use of actions when learning new vocabulary.</li> <li>• Create links in learning in different areas – cross-curricular learning.</li> <li>• Ensure focus is on historical knowledge rather than ability to record</li> </ul>	<ul style="list-style-type: none"> <li>• Word banks</li> <li>• Alternative methods of recording</li> <li>• Glossary in book</li> <li>• Recap activities to reactive previous learning</li> <li>• Video, audio and written delivery of information</li> <li>• Sharing of upcoming learning with parents ahead of the topic</li> <li>• Communicate in Print to support reading and reduce cognitive overload</li> <li>• Repeated practice, retrieval activities and low stakes quizzes</li> <li>• Targeted questioning</li> </ul>	<ul style="list-style-type: none"> <li>• Routines and changes are communicated in advance.</li> <li>• Think carefully about lesson content in relation to learner's known previous life experiences.</li> <li>• Movement/learning breaks</li> <li>• Fidget toys available</li> <li>• Wobble cushions</li> <li>• Talk partners</li> <li>• Timers</li> <li>• Clear structure and routine</li> <li>• Calm corner/quiet zone</li> <li>• Positive reinforcement and targeted</li> <li>• Praise to be specific and targeted</li> <li>• Confidence built with repetition of knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Consider multisensory learning possibilities</li> <li>• Ensure equipment is available</li> <li>• Check in with learner regularly</li> <li>• Fidget toys</li> <li>• Wobble cushions</li> <li>• Quiet/calm zones in classrooms</li> <li>• Ear defenders available when completing work</li> <li>• Movement breaks if required</li> <li>• Consideration of minimization of distractions</li> <li>• Considerations to temperature</li> <li>• Considerations to the light in the room</li> </ul>

# Newington History Curriculum Vocabulary Progression

<b>EYFS</b>						
<b>Understanding the World:</b>						
Year 1		Year 2	Year 3	Year 4	Year 5	Year 6
<p>History, today, yesterday, then, now, past, a long time ago, before I was born, change, same, different, old, new, picture/photograph, object, timeline</p>						
<p><b>General Vocabulary:</b> significant, before, after, past, present, monument, same, different, change, continuity, then, now, evidence, archaeologist, modern-day, chronological order, timeline, old, new, today, similar, compare, decade, century</p>						
<p><b>Changes in Toys:</b> Favourite, technology, improve, guardian, popular,</p>	<p><b>Great Fire of London:</b> Lord Mayor, fire hook, diary, Samuel Pepys, Christopher Wren, St Paul's Cathedral</p> <p><b>Hospitals &amp; Healthcare:</b> pioneer, discrimination, nurse, soldiers, injuries, medicines, equipment</p> <p><b>Kings, Queens &amp; Castles:</b> king, queen, reign, monarch, coronation, moat, drawbridge, battlements, attack, defend, protect, Buckingham Palace, Windsor Castle, Balmoral Castle, Queen Elizabeth II, sceptre, regal, Battle of Hastings, William the Conqueror</p>	<p><b>Stone Age:</b> agriculture, alloy, beaker, burial, construct, ditch, domestication, excavation, granary, migrate, mine, ore, palisade, preserve, remains, settlement, hunter-gatherer, farming, prehistory, roundhouse, hillfort, extinct, trade, protect, defense, tribes, source</p> <p><b>The Romans:</b> archer, civil war, conquer, defences, emperor, empire, fleet, fort, governor, infantry, kingdom, legion, military alliance, occupation, outnumber, peninsula, pillage, revolt, settlement, tactic, invade, rebel, tribes, source, legacy, revenge, celt</p>	<p><b>Ancient Egypt:</b> archer, bronze, chamber, chariot, Egyptologist, empire, era, expand, hieroglyphs, invade, monarchy, navy, obelisk, polytheistic, preserve, pyramid, scribe, temple, trade</p> <p><b>Anglo-Saxons &amp; Vikings:</b> aristocracy, barbarian, capital, emperor, empire, hostile, idol, invasion, kingdom, legion, migration, monk, native, pagan, pillage, priority, raid, rebellion, rebel, Scandinavia, settlement, status, tribe</p>	<p><b>Ancient Maya:</b> historian, archaeologist, artefacts, region, drought, irrigate, crops, porous, limestone, settlement, ravine, comparing, kingdom, abandoned, obsidian, annexe, hostile, invade, trade, port</p> <p><b>Ancient Greece:</b> civilisations, ceramics, excavate, Crete, trade, complex, export, bronze, import, oligarchy, city-state, outnumber, invasion, empire, retreat, revolt, unified, militaristic policy, tyrant, victorious</p>	<p><b>World War II:</b> republic, citizen, state, overthrow, occupation, anti-Semitism, unemployment, debt, dictator, fascism, nationalism, authoritarian government, annexed, territory, appeasement, pact, natural resources, invasion, air raid, evacuee, ration, air force, interception, radar, payload,</p> <p><b>Local History Study:</b> Architecture, Victorian, education, government, church, modern, logbooks, founded, punishments, structure</p>	
<p><b>Famous Explorers:</b> explore, explorer, exploration, astronaut, oceanographer, mountaineer</p> <p><b>Local History Study:</b> History, local, place, significant, important, old, modern, material, building, discover, person, changing, remember</p>						
<p>Children will encounter and revisit this vocabulary throughout their history learning at Newington Primary School. <b>Most children will be able to recall the meanings of some of these vocabulary words.</b> Some will be able to link these to different contexts. Vocabulary is revisited throughout the learning journey – this shows new vocabulary introduced in each unit.</p>						

## Newington History End of Key Stage Endpoints

Work likely in...	Early Years	Key Stage 1	Key Stage 2
<b>Chronology</b>	Use everyday language related to time. Order and sequence familiar events.	Develop an awareness of the past.  Use common words and phrases related to the passing of time.  Know where people/events studied fit into a chronological framework.	Continue to develop chronologically secure knowledge of history.  Establish clear narratives within and across periods studied.  Understand how events within British and World history can happen simultaneously
<b>Similarities and Difference (Diversity)</b>	Know about similarities and differences between themselves and others, and among families, communities and traditions.	Make simple observations about different types of people, events and beliefs within society.	Describe social, religious and ethnic diversity in Britain and the wider world.
<b>Change and Continuity</b>	Know some similarities and differences between things in the past and now, drawing on their experiences and on what has been read in class.	Identify things that have stayed the same and things that have changed between ways of life at different times.	Describe or make links between main events, situations and changes within and across different societies and periods and compare these.
<b>Cause and Consequence</b>	Question why things happen and give explanations	Recognised why people did things, why events happened and what happened as a result.	Identify and give reasons for, and results of, historical events, situations and changes.  Make connections between the successes of civilisations and their impact on the future.
<b>Historical Significance</b>	Recognise and describe special times or events for family or friends.	Talk about who was important e.g in a simple historical account.  Compare historically significant individuals and consider what makes them important.	Identify historically significant people and events in situations and their impact on that time.  Make comparisons between significant individuals in British and World history.  Understand the impact historically significant individuals had on future changes.
<b>Evidence and Interpretation</b>		Identify different ways in which the past is represented.  Use reliable sources to form ideas about the past.	Understand that different versions of the past may exist and be able to explain reasons for this.  Consider if sources are reliable and ensure they are appropriately used.  Justify interpretations of the past using evidence from a range of sources.

	Early Years	Key Stage 1	Key Stage 2
<b>Historical Enquiry</b>	Be curious about people and show interest in stories or events	Ask and answer questions.	Regularly address and sometimes devise historically valid questions.
<b>Using Evidence</b>	Explain our knowledge and understanding, and ask appropriate questions.	Understand the ways we can find out about the past.	Understand how knowledge of the past is constructed from a range of primary and secondary sources.
<b>Communicating that about the past.</b>	Know that information can be retrieved from books and computers. Record, using 'marks' they can interpret and explain.	Choose and use parts of stories and other sources to show understanding of key concepts and events.	Construct informed responses by selecting and organising historical information appropriately.

<b>Historical Key Skills</b>		
<i>These are the essential skills and processes in history that the children need to learn to make progress.</i>		
Key Skill	Explanatory Notes	
Historical Enquiry	Pupils should be able to: <ul style="list-style-type: none"> <li>a. Identify and investigate, individually and as part of a team, specific historical questions or issues, making and testing hypotheses.</li> <li>b. Reflect critically on historical questions or issues</li> </ul>	
Using Evidence	Pupils should be able to: <ul style="list-style-type: none"> <li>a. Identify, select and use a range of historical sources, including textual, visual and oral sources, artefacts and the historic environment</li> <li>b. Evaluate the sources used in order to reach reasoned conclusions</li> </ul>	
Communicating about the past.	Pupils should be able to: <ul style="list-style-type: none"> <li>a. Present and organise accounts and explanations about the past that are coherent, structured and substantiated, using chronological conventions and historical vocabulary.</li> <li>b. Communicate their knowledge and understanding of history in a variety of ways, using chronological conventions and historical vocabulary.</li> </ul>	