

How we teach the wider curriculum

History

At St Peter's, Cowfold we aim to give our children a history curriculum which enables them to become confident, creative and independent learners who can explore the use of different knowledge and skills throughout topical learning.

Furthermore, it is our aim that through historical learning, children will become accountable citizens, knowing how they can cause positive change and development as they grow.

Subject Concepts

The outcomes of the national curriculum are achieved through our concept-based curriculum. Our subject concepts are a helpful way to organise a curriculum as they provide learners with a disciplined way of thinking about curriculum content. Subject concepts come up repeatedly in each subject within our curriculum, supporting learners to assimilate new knowledge into growing schema.

Bearing in mind the findings of the OFSTED Review (July 2021), and our vision for our pupils to be 'lifelong learners', we will always bring our study of history back to the key question of **'What does a historian do?'**

We will signpost pupils to the historical concepts they are developing and explain why those concepts are important for historians. The development in the disciplinary knowledge of 'what it is to be a historian' will go hand in hand with the substantive knowledge studied.

Subject Concepts for History

The following have been selected as the eight key concepts for History:

EVIDENCE = E = What we know about the past is interpreted from the evidence left behind; be that primary or secondary sources.

SIMILARITY & DIFFERENCE = S & D = Pupils will be able to identify and remember things that are similar or different in their lives, compared to the lives of people in the past.

PERSPECTIVE & INTERPRETATION = P & I = People can adopt different perspectives about events depending on who they are, when they lived and what their interest in the event is (or was). People can, and still do, interpret historical evidence according to their perspective.

TIME = T = Pupils will gradually build their concept of time as they get older making sense of events that they can see happened within the living memory of people and beyond that.

REASONS & RESULTS = R & R = The reasons why past events occurred and the results of those events upon people who lived afterwards.

CONTINUITY & CHANGE = C & C = Over time, some things remain largely unchanged and some things change – both of these have implications and impact upon the people who live after.

SIGNIFICANCE = S = That certain events have an impact upon people who live after, right across The World, that it is important for us to acknowledge and interpret now.

COMMUNICATION = C = Effective communication is essential to tell others about the important things we have learnt from history and how we can apply that learning to our futures.

Vision Concepts:

Our vision concepts spiral throughout our curriculum so St Peter's children have a range of opportunities to apply what they have learnt in meaningful contexts and live out our school values, develop spiritually and explore their own beliefs.

Our children apply their knowledge and skills that are set out in our small-steps progression documents to become 'agents of change' and explore 'courageous advocacy' through our vision concepts.

Community

The concept that we have a responsibility as a Christian community to learn about, understand and love others in our school, village, nation and the world

Christian Values

The concept that if we live by our distinctively Christian values and can demonstrate the qualities of our learning friends we will be equipped as lifelong learners

Ambition

The concept that we should use our knowledge and skills to improve the lives of ourselves and others

Small Steps Progression

Each subject concept has progression indicators called small-steps. The small-steps outline what intended knowledge pupils should attain during each milestone. We refer to the substantive knowledge as 'I know' knowledge and disciplinary knowledge as 'I can' knowledge. The small step documents, that describe this progression, are organised into 4 milestones. These are:

- ❖ Early Years Foundation Stage
- ❖ Milestone 1 – Year 1 and 2
- ❖ Milestone 2 – Year 3 and 4
- ❖ Milestone 3 – Year 5 and 6

Assessment

We assess the 'I know' knowledge and 'I can' knowledge each term. Within a particular milestone, a teacher assessment is made for each learner's level of knowledge: emerging, advancing and deepening. These levels of knowledge represent 3 cognitive domains.

Emerging

Low-level cognitive demand. Involves following instructions.

Advancing

Higher level of cognitive demand. Involves mental processing beyond recall. Requires some degree of decision making.

Deepening

Cognitive demands are complex and abstract. Involves problems with multiple steps or more than one possible answer. Requires justification of answers.

Historical Enquiry

A pedagogy employed in History is termed 'Historical Enquiry', which naturally lends itself to teamwork, the development of growth mind-sets and Christian Values.

Central to the study of History is the chance for children to investigate 'Their Own Questions'. At St Peter's we spark their interest in an area of History, give them the background knowledge to ask good historical questions. Teachers then facilitate enquiry into those questions, to hold the pupils' interest.

Enquiry does not take place in every lesson and teachers explain to pupils that there is a requirement to build substantive knowledge about people and periods studied. However, at points in every History topic, at St Peter's, enquiry will take place. The OFSTED History Subject Review (July 2021) expands on the importance and value of enquiry and grounds their recommendation in research.

National Curriculum Coverage

A Topic Based Approach

History is a subject that lends itself to a Topic Approach. At St Peter's, on term per academic year is History topic based for each class. Therefore:

In Key Stage 2:

- In KS2 History there are 8 time periods/eras to cover specified in the National Curriculum.
- Plus a local history topic that transcends eras is specified.

Each school year we will have, at least:

- **A MAJOR HISTORY LED TOPIC**

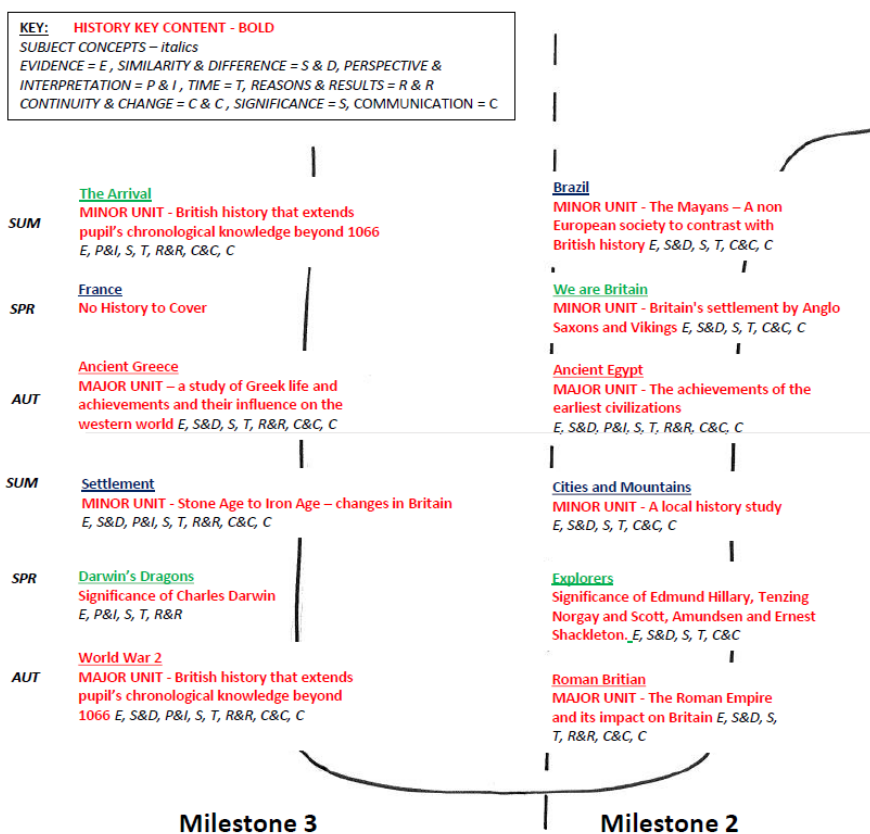
The main driver for one term in each year of Key Stage 2 is History.

- **MINOR HISTORY PROJECTS**

Smaller History Topics should be allocated 1/4 of the Humanities timetabled time in a term with a Geography or Reading Focus.

MINOR HISTORY PROJECTS –

These are designed to ensure all 8 eras in the N.C. are covered and some of these transcend different ages so that an understanding of chronology can be built and concepts such as continuity, change, significance, reasons and results can be better understood by pupils – e.g. The Arrival & We Are Britain Topics.



KEY:
TOPIC TITLE – BOLD & UNDERLINED
 History Focus Topic
 Geography Focus Topic
 Book Focus Topic

Ocean Rescue

Nurses -the lives of significant individuals in the past who have contributed to national and international achievements.

Once Upon a Time

Cowfold - significant historical events, people and places in their own locality.

Fire and Ice

The Great Fire of London - events beyond living memory that are significant nationally or globally

Castles and Kingdoms

Significant historical events, people and places in their own locality.

Exploring Africa

Explorers -the lives of significant individuals in the past who have contributed to national and international achievements.

Toys

Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

CYCLE B

CYCLE A

Milestone 1

In Key Stage 1: In Reception, Year 1 & 2, we are more fluid, but the same general principle applies – at least one of the topics in each school year is mainly driven by History. Elsewhere in the academic year the cross curricular nature of EYFS & KS1 means pupils ‘bump into History’ where it fits in appropriately in their learning journey. The N.C. specifies that pupils should be taught about:

Changes within living memory where appropriate, these should be used to reveal aspects of change in national life: e.g. CYCLE A – Toys

Events beyond living memory that are significant nationally or globally: e.g. CYCLE B – Ocean Rescue

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: e.g. CYCLE B –Ocean Rescue; CYCLE A – Exploring Africa

Significant historical events, people and places in their own locality e.g. CYCLE B – Once Upon a Time & Castles and Kingdoms

The Order We Teach Topics In

Due to the fact that most of our classes are mixed year groups, and we have to have a rolling topic cycle to avoid pupils learning the same era twice, we can't teach topics in chronological order. Some schools of thought in primary history advocate a chronological approach, with pupils learning topics in time order. However, the effectiveness of this is called in to question when the youngest pupils start with The Stone Age or Ancient Civilisations; as those are the most abstract periods to comprehend. Therefore, in order to help pupils build the concept of chronology in their minds we take the following approach at St Peter's.

Milestone 1

In each academic year that a pupil is in Reception or Year 1 or Year 2, studies a period / topic:

- WITHIN LIVING MEMORY
- BEYOND LIVING MEMORY

	Cycle A	Cycle B
WITHIN LIVING MEMORY	Exploring Africa – Explorers (past & present) Castles and Kingdoms – Arundel Castle Exploring Africa – Nelson Mandela Toys – Local History	Ocean Rescue – History in the Local Community Once Upon a Time – Pupils' Family History

BEYOND LIVING MEMORY	Toys – Local History Castles and Kingdoms – The Building of Arundel Castle	Ocean Rescue – History of The South Coast Fire - The Great Fire of London Ocean Rescue – Transport to the seaside (past & present)
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Milestone 2 and 3

In each academic year that a pupil is in Key Stage 2 they will study a period / topic that:

- IS AN ANCIENT CIVILIZATION
- CROSSES ERAS OF TIME TO BUILD CHRONOLOGY AND EXAMINE CHANGE AND CONTINUITY OR IS A PERIOD OF HISTORY LESS THAN 2,000 YEARS AGO
- Pupils study or most recent eras (World War 2 and Post War Immigration) and our oldest era (The Stone Age) so that they can place all the previous periods that they have studied at St Peter's chronologically in their minds.

	Cycle A	Cycle B
ANCIENT CIVILIZATIONS	<u>Major Topic</u> The Romans	<u>Major Topic</u> Ancient Egypt <u>Major Topic</u> Ancient Greece <u>Minor Topic</u> Mayans
BUILDING CHRONOLOGY	<u>Major Topic = World War Two</u> <u>Minor Topic</u> Settlement - Settlers in Sussex: The Stone Age**our oldest era of study <u>Minor Topic</u> Significant explorers through History <u>Minor Topic</u> Significant scientists – Charles Darwin <u>Minor Topic = Post War Immigration*</u> our most recent era of study <u>Minor Topic</u> Cities and Mountains – a local history study	<u>Minor Topic</u> We are Britian - Britian's Settlement: Saxons, Scots & Vikings <u>Minor Topic</u> The Arrival – British history