

Curriculum Statement for History

HISTORY INTENT - What do we aspire for our children?

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.

National Curriculum 2014

"We are not makers of history. We are made by history." - Martin Luther King, Jr.

Our Rationale for History:

At Hotwells we follow the [National Curriculum for History](#) and, alongside this, we aim to ensure that all learners:

- Develop into passionate and inquisitive young historians who are able to think critically; evaluating and challenging their own and others' views using a range of historical evidence.
- Grow as young historians who think, reflect, debate and discuss the past by asking and answering ambitious historical enquiry questions about the past.
- Can communicate their understanding of past events verbally and in written form, accurately using rich historical vocabulary.
- Understand chronological order and how events in the past have led to us being able to live the lives we live today.

Our Aims for History at Hotwells:

History is an integral part of the curriculum at the Hotwells. We aspire to deliver an exciting, engaging knowledge-based curriculum which allows our students to learn more and remember more about events of the past. Through our curriculum, learners gain secure chronological understanding, are able to make links in their learning, and build upon their historical knowledge and skills as they progress through the school. We believe that by supporting our teaching with local trips, visitors and resources, we are enabling our children

to become inquisitive learners who show a desire to learn more about the past, to ask and answer ambitious questions about the history of their local environment, Britain and the wider world, and whose love of learning extends beyond the classroom.

At Hotwells, our overarching aims are:

We are Ambitious Local and Global Citizens:

- Children develop an excellent knowledge and understanding of people, events and contexts from a range of historical periods and of historical concepts.
- Pupils make links and connections in the history they learn to their local community and the wider world to help them understand the complexity of people's lives, the diversity of societies as well as understand their own identity and challenges of their time.
- Children understand how their previous learning enables them to build upon their current learning allowing them to know more and remember more.
- A broad curriculum that prepares them for the world and develops their cultural capital.
- Pupils are aware of their present in light of the past in order to help shape the future.
- Children proactively celebrate local heritage and their personal histories.

We are Creative:

- Pupils utilise their disciplinary knowledge to enquire, analyse and reflect on evidence in order to develop their own understanding of the past and present.
- Children communicate their understanding and knowledge in a range of creative ways.
- Children link historical aspects they learn about with other subjects and apply their knowledge to help them, such as when writing historical accounts in English.

What will our children learn at Hotwells?

The CUSP History curriculum we follow at Hotwells is built around the principles of advancing cumulative knowledge, chronology, change through cause and consequence, as well as making connections within and throughout periods of time studied. It is planned so that the retention of knowledge is much more than just 'in the moment knowledge'. The curriculum is made memorable by retrieval and spaced retrieval practice, word building and deliberate practice tasks. Some learning modules are revisited to help children remember more.

History Curriculum Overview

	Autumn	Spring	Summer
Year 1	Changes within living memory	Lives of Significant People: <i>Mary Anning and David Attenborough</i>	More Lives of Significant People: <i>Neil Armstrong, Mae Jemison, Bernard Harris Jr, Tim Peake</i> Revisit – Changes within living memory
Year 2	Events beyond living memory <i>The Great Fire of London</i>	Revisit events beyond living memory – <i>The Great Fire of London</i>	Significant historical events, people and places in their own locality - <i>Bristol Local Study</i>
Year 3	Changes in Britain from the Stone Age to the Iron Age	Changes in Britain from the Stone Age to the Iron Age The Roman Empire and its impact on Britain	The Roman Empire and its impact on Britain
Year 4	Britain's settlement by Anglo-Saxons and Scots	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	The achievements of the earliest civilisations – Ancient Egypt
Year 5	Ancient Greece – a study of Greek life and achievements and their influence on the western world	Ancient Greece Comparing the Mayans with Anglo Saxons	Comparing Mayans with Anglo-Saxons
Year 6	Local Study: How did conflict change the lives of people in Bristol in World War II?	The Windrush Generation	Monarchs Through Time

Knowledge organisers are used to map out the key knowledge for each unit. These are used because they convey the core knowledge in one place; act as a reference point for pupils and teachers; can be used to support questioning and retrieval; highlight key vocabulary and reduce split attention effect.

A guiding principle of CUSP History is that pupils become 'more expert' with each study and grow an ever broadening and coherent mental timeline. Specific and associated historical vocabulary is planned sequentially and cumulatively from Year 1 to Year 6 allowing children to develop a rich historical vocabulary. Within each learning modules, common misconceptions are challenged carefully.

Children's historical disciplinary knowledge is developed alongside substantive knowledge through exploring disciplinary concepts such as continuity and change, cause and consequence, similarity, difference and significance and answer historically valid questions. More information about this can be viewed [here](#).

Alongside this, planning will explore different types of questions that historians ask in order to construct and test historical claims, arguments and accounts. Thinking historically may involve the significance, credibility, cause and consequence, historical perspective and contextual interpretation. These are framed as questions in order to ensure personalisation to each unit of learning but also to reflect disciplinary thinking. [Click here](#) to see an example from Key Stage 1 and Key Stage 2.

Diversity:

At **Hotwells**, through the teaching of History we endeavour to teach pupils to understand the complexity of people's lives, including the diversity of societies and beliefs, whilst celebrating these differences. We select the content and sources in our history curriculum carefully so that children receive a balanced perspective, reflective of the diversity of the world. We also deliver, discuss and debate key aspects of national events, such as Black History Month during key assemblies to further promote our pupils' understanding.

IMPLEMENTATION - How will we deliver the curriculum?

We follow the CUSP Curriculum for History. Our History curriculum is taught across each year group in modules. The modules enable pupils to study in depth key historical skills and vocabulary and demonstrate their understanding. Each module builds upon prior learning and these are strategically planned throughout the academic year with opportunities to introduce and revisit key concepts in order to further deepen pupil understanding and embed learning.

What will History look like in EYFS?

At Hotwells in the EYFS, we follow a child-led curriculum based around children's interests and needs. [Click here](#) to see our EYFS Progression Table.

What will History look like in Key Stage 1 and Key Stage 2?

Our lessons are underpinned by evidence research and cognitive science. The whole curriculum is 'Connected', 'Cumulative' and 'Coherent' and the progression is carefully sequenced.

It is expected that every History lesson will include:

- Prior knowledge being drawn upon.
- Explicitly taught vocabulary.
- Explicitly taught content.
- Knowledge notes used to scaffold for EAL/SEND and our lower attaining children.

Lessons are delivered using the CEEAAC approach and each lesson uses elements of this model:

C	Connect	Teachers will Connect to the prior learning or knowledge.
E	Explain	Teachers will Explain the intended knowledge, content or vocabulary.
E	Example	Teachers will model the intended knowledge by giving an Example of the new learning.
A	Attempt	Pupils will Attempt or 'have a go' at the new learning with scaffolding, e.g. Using Knowledge Notes and Knowledge Organisers.
A	Apply	Children will Apply their new learning independently so that this is consolidated, connected and embedded.
C	Challenge	Pupils are Challenged to deepen their knowledge and make connections with their prior learning.

Children use Knowledge Organisers at the start of a unit to introduce a topic and the key vocabulary. [Click here](#) to see an example of a [Key Stage 1 Knowledge Organiser](#) and a [Key Stage 2 Knowledge Organiser](#). Relevant vocabulary is explicitly taught throughout the module and will be used by the pupils.

Modules are structured into a series of Learning Questions that children will find out the answer to through subsequent lessons, [an example of which can be found here](#). When answering each learning question (which may cover one or two lessons) children will use a Knowledge Note ([click here to see an example](#)) to structure their learning and to support their understanding of the topic. The knowledge note is dual coded which includes both written and visual prompts for the children. This supports the learning of all children in the class and enables everyone to feel successful.

Curriculum Enrichment:

Where possible, we use our local area and the wider city as a resource to enhance our history learning further: we are very fortunate that our school is in a fantastic location and offers such a rich history. In the past this has included trips to the Bristol Docks, the S.S. Great Britain and other Bristol Museums.

We also endeavour to make links between the history learning in school and home learning. This can include: homework projects, enrichment visits from parents and discussion questions for children to have at home which link to our history learning.

IMPACT - How do we know our curriculum is effective?

Pupil Voice:

We understand that pupils are the best way to show how effective our curriculum is. Pupil voice will demonstrate:

- Children's ability to talk about the 'why' behind their learning and build upon previous knowledge.
- That all children make progress regardless of their starting points.
- That children are inspired by their History lessons and have the confidence to talk about their learning.
- That children will be curious learners who want to know more and understand more about the past.

High Quality Outcomes:

We will monitor our curriculum through book studies and discussions with pupils. These will:

- Demonstrates pride and effort.
- Show an increasing understanding of historical concepts and knowledge.
- Demonstrate a clear sequence of learning.
- Show that the vocabulary has been clearly taught and understood.