



Bunbury Aldersey CE Primary School
History curriculum map:
Reception to Year 6

Let Your Light Shine - Matthew v5:16

Article 29: Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people.

Our Curriculum Policy details our intent behind our curriculum, how we implement it and our desired impact. At RCSAT, the school curriculum consists of all those activities designed or encouraged within its organisational framework to provide the intellectual, emotional, personal, social, spiritual and physical development of all its pupils. It includes not only the subject specific curriculum but also the 'informal' programme of enrichment and extra-curricular activities.

The curriculum at RCSAT, developed over a number of years, is firmly rooted in and stems directly from our Vision, Mission and Core Values;

Our Vision – 'Let your Light shine' Matthew v5:16

Our Mission – 'A Caring Christian Family Where We Grow Together'

Our Core Values –

WE aim to create an enjoyable, inclusive, safe and nurturing environment that allows all children to develop spiritually, morally and socially.

– *every child is a child of God, made to contribute to our world.*

WE aim to create an inspiring environment, which encourages enthusiasm for lifelong learning and establishes an expectation of high standards.

– *knowing the way, showing the way and going the way.*

WE aim to encourage caring, sensitive and inclusive attitudes where individuals feel secure, valued and respected by others.

– *like Jesus showed us through his teachings*

WE aim to provide a broad and connected curriculum which challenges and develops the potential of each child.

– *as Jesus needed his disciples to support and guide, so we look to others with more knowledge*

WE aim to develop a positive relationship between home, school and our wider community

- *as a family – as brothers and sisters*

History curriculum intent

We intend for our history curriculum to enable pupils to acquire a comprehensive and coherent understanding of the history of Britain, as well as the wider world. We wish to encourage a sense of curiosity and a desire to learn more about the past. In order to achieve this, we strive to equip pupils with the necessary skills to ask insightful questions, think critically, evaluate evidence, analyse arguments, and form perspective and judgement. Through History, we aim to provide pupils the opportunities to understand the intricacy of human existence, mechanisms of change, differences of societies and the relationships between different groups; as well as their identity and challenges of their time.

Through our study of History, we aim to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

Implementation

Curriculum structure & sequencing

We structure our history curriculum in such a way that the youngest children study history in the form of concepts understandable to them – via their family and recent living memories. From this we move through key periods of UK and world history focusing on chronological understanding, historical enquiry, historical understanding and historical oracy. Every year group covers prior learning at the start of each unit of study before clear way points navigate pupils' learning towards clearly defined end goals of study. Golden threads run through each year group through themes of legacy, social diversity, monarchy, exploration and invasion

Content & concepts

We appreciate the study of History is much more than remembering dates and names; firmly believing the study of how we lived in the past is key to successful living in the present and future. We plan a bespoke History curriculum and adopt active learning techniques where children can develop independent and collaborative learning skills which complement the historical skills we wish to impart.

Enrichment and personal development:

We believe History is at its most engaging when it is brought to life and meaningful to children. Content is planned to meet the requirements set out in the National Curriculum, whilst also giving children a wealth of opportunity to study local history in order that they see how their area and communities have changed over time. Study is supplemented through engaging educational visits, visits from History experts and people from the past; alongside immersive and innovative digital resources.

Assessment and next steps

We assess History in a variety of ways, giving pupils the opportunity to explain their reasoning and metacognition of a topic as well as their accumulation of knowledge. This may be done through practical exercises, group tasks, quizzes or discussion. We value developing Historical oracy and place great emphasis on children being able to explain how, where and why; understanding the study and application of Historical skills will serve our pupils well in their future studies across the wider curriculum.

History in the Early Years Foundation Stage

History in the Early Years Foundation Stage (EYFS) is an integral part of children's understanding of the world, one of the seven key areas of learning outlined in the EYFS framework and supported by the non-statutory guidance provided by Development Matters. History strands are set out in the early learning goal of 'Past and Present'.

At Bunbury Aldersey, we encourage young learners to explore and discuss the lives of people in their immediate environment, helping them understand the roles individuals play in their community and society. They start recognising some similarities and differences between things in the past and the world they know today, drawing upon their personal experiences and stories read in class.

Development Matters guides educators in facilitating this exploration, suggesting age-appropriate goals and activities that help children to notice differences and similarities between the past and present fostering an early appreciation for how the past has influenced our lives. This lays the foundation for more formal history education as children progress through their schooling, developing their curiosity and fascination about the past

Understanding the world – Development Matters

Children in Reception will be learning to:

- a) Talk about members of their immediate family and community.
- b) Name and describe people who are familiar to them.
- c) Comment on images of familiar situations in the past.
- d) Compare and contrast characters from stories, including figures from the past.

Understanding the World – Early Learning Goals



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
- Understand the past through settings, characters and events encountered in books read in class and storytelling

Inclusion within History

We are an inclusive school and as such, do not believe in narrowing the curriculum for any learner. Our curriculum is designed with inclusion of all at heart, and our curriculum intent is therefore the same for all children.

However, we are mindful that there are an abundance of factors which need to be considered in order for all learners to be able to access learning according to their individual needs; perhaps none more so than for those learners with Special Educational Needs and Disabilities (SEND).

Therefore, whilst our curriculum intent is the same for all learners; our implementation of the curriculum may well look different for different groups of pupils. Teachers will plan, scaffold, challenge and embed learning through activities which are adapted to meet children's needs – we call this adapted implementation. This is to ensure that our curriculum can be met by all within an inclusive environment, mindful and responsive to children's needs.



Word banks and picture resources may be supplied to assist learners with scientific language and processes.



Staff may scribe for children to ensure a child's explanations and articulation is not limited by writing competence.



Make regular references to relevant language throughout the lesson and school day using tools such as working and display walls.



Use small group teaching opportunities to dedicate more time and support to provide additional learning opportunities to learners working towards a planned objective.

Provide learners with targeted resources to support their learning and understanding such as concept cartoons and visual aids.



History Golden Threads

At Bunbury, our history curriculum aims to develop historical skills and concepts which are transferable to whatever period of history is being studied and will equip children for future learning. These key historical skills and concepts, which are revisited throughout our connected curriculum are: Historical Interpretations; Understanding Chronology; To Investigate and interpret the past; Build an overview of world history and Local history; Knowledge and Understanding of Events, People and Changes in the Past; Presenting, Organising and Communicating. For KS1, our curriculum can be covered chronologically in reverse to allow a full opportunity for children to really grasp the difficult concept of the passing of time. Starting with changed in living memory, moving onto events beyond living memory. This prepares children for the chronological work they will do in KS2. The intent in lower KS2 is that children can work in chronological order from ancient history such as 'Iron Age to Stone Age' and then progress onto Ancient Greece. Upper KS2 allows children to repeat and embed this sequence of chronology with a wider selection of ancient history such as 'Early Islamic Civilisations' and 'Stone Age' through to more modern history such as 'World War II'. The repeat in KS2 of chronological order from ancient to modern allows for children to truly develop and embed a sense of time and how civilisations were interconnected. Children start to understand how some historical events occurred concurrently in different locations, e.g. Ancient Egypt and the Stone Age





























We have identified a set of key historical concepts or 'golden threads', that children will repeatedly revisit throughout their time at Bunbury Aldersey. Our golden threads are:







































- Chronology
- Invasion and settlement
- Society
- People of the past

Each unit will not include every 'thread', but over a year, children will visit each one more than once.



Bunbury Aldersey CE Primary - History End Points

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					
To study the locality of Kelsall focusing on past and present farming in the local area.	To understand the significance of religion during the reign of King James 1; and the key dates, people and events surrounding the Gun Powder plot and how it is remembered today.	Describe the achievements of The Ancient Egyptians, when and where they were and how their legacy lives on today; identifying how we know this to be accurate. Describe the achievements of The Ancient Egyptians and understand how their historical inheritance is still imperative today; study the life short of Tutankhamun and explain how he became the famous 'Boy King'.	To understand and articulate life during the time of Ancient Greece, its influence on the western world and how it's legacy can be seen today through culture, art and society.	To develop knowledge of the Mayan civilization and its contrasts with British History, including way of life, belief and its legacy to the present day.	Articulate the key events and people involved in the start of WW2 and the significance of The Battle of Britain. Develop a secure understanding of what life was like in Chester and the UK during WW2
	  	  	  	  	  
					
To develop knowledge of Mary Anning, study why she was important and understand the legacy she left behind with her fossil findings.	To detail the Great Fire of London, articulating when it occurred, how it started, how we know about it and how London is different today because of it.	To develop a knowledge of how Britain changed between the, Bronze Stone and Iron Ages and explore benefits of a settler's lifestyle as opposed to nomad's lifestyle.	To develop knowledge of the Roman Empire and its impact on Britain, including significant events and people from the time and how these shaped future Britain.	Articulate the Anglo-Saxon invasion and settlement of Britain, including how they lived, key events, places & people and the legacy they left.	Using local evidence, develop knowledge of the Tudor era within Chester, when it was, significant individuals and events during this time, and how its legacy still remains to the present day.

 <p>People of the Past</p>	  <p>Chronology</p> <p>Society</p>	   <p>Chronology</p> <p>Invasion & Settlement</p> <p>Society</p>	   <p>Chronology</p> <p>Invasion & Settlement</p> <p>Society</p>	   <p>Chronology</p> <p>Invasion & Settlement</p> <p>Society</p>	   <p>Chronology</p> <p>Society</p> <p>People of the Past</p>
 <p>Famous explorers</p>	 <p>History of Chester Zoo</p>	 <p>Waterways</p>	 <p>Dewa</p>	 <p>The Vikings</p>	 <p>MANFISH</p>
<p>To learn about lives of significant others – compare aspects of lives of Neil Armstrong, Christopher Columbus, Earnest Shackleton.</p>	<p>To explore the history of Chester Zoo, finding out how it started and the changes that have happened over time along with the vast intake of animals they have had over time.</p>	<p>To understand the significance and history of the Shropshire Union Canal to Bunbury. Its significance on life, trade and society in Bunbury and how this has changed over time.</p>	<p>To describe and articulate the ‘Romanisation’ of Chester, how we have learnt of this, its significance to the Romans; and how this legacy remains to the present day.</p>	<p>To develop knowledge of the Viking presence in England during the time of Edward the Confessor, their beliefs and way of life and how this legacy in the present day.</p>	<p>Develop knowledge of the history of undersea exploration; describing significant individuals and development in the knowledge of the sea flora and of the Earth beneath.</p>
  <p>Chronology</p> <p>People of the Past</p>	   <p>Chronology</p> <p>Society</p> <p>People of the Past</p>	  <p>Chronology</p> <p>Society</p>	   <p>Chronology</p> <p>Invasion & Settlement</p> <p>People of the Past</p>	   <p>Chronology</p> <p>Invasion & Settlement</p> <p>Society</p>	 <p>Chronology</p>
			 <p>Man Tor</p>		
			<p>To explore the history of Mam Tor and how the well-defended hilltop played a vital part in early Celtic life.</p>		
			  <p>Invasion & Settlement</p> <p>Society</p>		

Progression of disciplinary knowledge

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	<ul style="list-style-type: none"> Identify that things have happened in the past, relating to themselves and within living memory Begin to identify that some things have happened before they were born – relating to family such as parents and grandparents 	<ul style="list-style-type: none"> Identify and order events in their own lives, such as birthdays and holidays. Make simple comments about the past Use words like "before," "after," "now," and "then" to describe the order of events in their daily routines. 	<ul style="list-style-type: none"> Sequence significant historical events. Begin to use terms like "past," "present," and "future" to talk about events in history. 	<ul style="list-style-type: none"> Recognise and sequence key events in local history, e.g., the founding of a nearby town or village. Introduce words like "century," "decade," and "era" when discussing historical time periods. 	<ul style="list-style-type: none"> Arrange historical events studied in class in chronological order and use timelines. Describe historical events using terms like "BC" and "AD" (e.g., "The Romans lived in Britain in the past, during the time of BC.>"). Explain historical events using vocabulary related to periods, such as "Stone Age", "Egyptians", "Romans". 	<ul style="list-style-type: none"> Compare the timing of events studied in local history with events from other parts of the UK and the wider world. Explain historical events using vocabulary related to periods, such as "Stone Age", "Egyptians", "Romans". 	<ul style="list-style-type: none"> Analyse and create timelines that show the chronological relationship between national and international historical events. Utilise terms like "civilization," "empire," and "revolution" to discuss broader historical contexts and their impacts on society.
Historical Enquiry	<ul style="list-style-type: none"> Begin to ask simple questions about people or events from within living memory. Understand that items can tell us about someone or something – a piece of uniform, an item of clothing, an object from a certain place or event. 	<ul style="list-style-type: none"> Begin to ask simple questions about the past and explore answers using basic sources and information. Use pictures and simple written sources to find out about the past, such as family photographs or basic historical books. Begin to understand that different people might have different opinions about the past and that stories about the past can vary. 	<ul style="list-style-type: none"> Formulate questions about the past and begin to research answers using a range of historical sources, such as books and websites. Identify and describe different types of historical sources, such as photographs, diaries, or letters, and explain their uses. Recognise that historical events can be seen from different perspectives and begin to compare the viewpoints of people from the past. 	<ul style="list-style-type: none"> Develop research skills by identifying and selecting relevant sources and information to ask and answer historical questions. Compare different sources to learn about a specific period in history, for example, comparing a diary entry with a historical photograph. Explore how historical events and figures have been represented in different sources, such as paintings, and discuss how this might affect our understanding. 	<ul style="list-style-type: none"> Ask historically valid questions and find answers using reliable sources. Plan and carry out simple historical investigations, presenting findings using basic formats such as drawings or simple reports. Investigate how historical sources can provide different perspectives on the same event or period, such as exploring the viewpoints of people from different backgrounds. Analyse and interpret primary sources, such as historical documents or artefacts, to infer the thoughts and feelings of people from the past. 	<ul style="list-style-type: none"> Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Conduct more complex historical investigations, including analysing and synthesising information from multiple sources, and present findings in an organized manner. Analyse primary and secondary sources to draw conclusions about specific historical events or figures. Investigate and compare interpretations of historical events and figures from different historians and sources, discussing the reasons for differences in interpretation. 	<ul style="list-style-type: none"> Choose reliable sources of evidence to answer questions and compare. Conduct independent historical research projects, critically evaluating sources, and presenting well-structured and evidence-based historical arguments. Evaluate the reliability and credibility of historical sources, considering bias and context, to construct well-informed historical interpretations. Formulate and support historical arguments, drawing on evidence from various sources, and consider the impact of historical events on different groups of people.
Conceptual understanding	<ul style="list-style-type: none"> Begin to understand that some events and people from history are important because they have achieved something or had an effect. Identify that certain choices have a consequence to them – building a castle/wearing armour will make you safer etc. Identify that some things within living memory have changed and some things have stayed the same – growing up, changing teachers/classrooms etc. 	<ul style="list-style-type: none"> Begin to recognise basic changes in daily life over time, such as clothing, technology, or toys. Begin to understand that actions have consequences and can affect daily life. Begin to recognise similarities and differences in clothing, housing, music and daily routines in different time periods. Begin to identify and discuss the importance of special events or people in their own lives and community history. 	<ul style="list-style-type: none"> Compare aspects of daily life in the past and present, identifying changes and what has stayed the same. Identify causes and consequences of specific historical events, such as battles or inventions. Compare and contrast aspects of different historical periods and cultures, recognising both similarities and differences. Recognise the historical significance of key figures and events within their local area and nation. 	<ul style="list-style-type: none"> Explore how historical events and developments have led to changes in communities and societies. Explore how historical decisions and actions have shaped the world, considering both intended and unintended consequences. Investigate how different civilisations and societies have developed unique characteristics and cultures. Explore the impact of important historical figures and events on a national or global scale. 	<ul style="list-style-type: none"> Investigate key historical figures or events that have had a lasting impact on their local area. Investigate the impact of key historical figures on the course of history and discuss their motivations. Examine the similarities and differences between various historical empires, including their impact on different regions. Investigate individuals who have shaped history and discuss their contributions to society. 	<ul style="list-style-type: none"> Examine significant historical changes in the UK and the wider world, understanding their causes and consequences. Analyse the causes and consequences of conflicts, revolutions, and other significant historical events. Analyse the cultural exchanges and interactions between different civilizations throughout history. Examine the historical significance of major turning points in world history, such as invasions. 	<ul style="list-style-type: none"> Analyse major historical shifts, such as revolutions or reforms, and assess their long-term effects on society. Evaluate the long-term consequences of historical actions, discussing their influence on the present and future. Evaluate the complex relationships and interactions between nations and cultures in various historical contexts. Evaluate the historical significance of global events and figures, considering their lasting impact on humanity.

Assessment in History

We place great emphasis on the importance of assessing children's knowledge, understanding and skillset within History.

When assessing History, it is first essential to clearly articulate two important areas:

1. The specific endpoint for the unit being delivered,
2. The substantive and disciplinary knowledge to be taught to reach this endpoint.

At Bunbury Aldersey, we have mapped out all endpoints for all the History units to be delivered, before specifying what substantive and disciplinary knowledge is to be taught within each unit to reach this endpoint. It is this knowledge and understanding that we assess children upon, believing accurate assessment can only be a reflection of what is taught to children.

When delivering lessons; teachers record notes, comments and reflections they feel pertinent to the formative assessment of their teaching and learning of History. Feedback is delivered at the start of the following lesson, in order for children to recap prior learning undertaken before building on this. It also provides an opportunity to address any misconceptions and develop a greater understanding of what has been taught.

With the unit endpoint in mind, teachers will form a summative assessment for each child within a particular unit. This will be either, working towards / working at / working above the expected standard.

We define what the expected standard is by listing the essential substantive and disciplinary knowledge children should know in order to achieve this, also articulating what would classify a pupil who may be working below / above this. Teachers record this on a single page at the end of each unit, creating this summative judgement through a culmination of their formative assessments and evidenced work within children's books; against this framework of what is to be taught.

