

### Curriculum Intent: History

At Ellingham C of E Primary School, our History curriculum aims to engage and excite children's curiosity and supports the development of key historical knowledge, skills and concepts through the study of local, British and World history. In understanding periods, events and people from the past, our children will gain cultural capital and have a greater appreciation of today's world and their place within it. Our curriculum is based upon enquiries into historical themes and questions.

Therefore, the core process is **Historical Enquiry**. This is the process of devising and investigating questions about history, using evidence and reaching conclusions. This demands both substantive knowledge and second-order (procedural) knowledge.

#### **Substantive Knowledge**

This is the substance of history: names, dates, chronology, places, events, concepts.

*Substantive concepts* are those that we encounter in history, for example kingship, society, liberty, and feudalism.

#### **Second-order (Procedural) Knowledge**

These are the conceptual tools needed for the study of the past as a discipline e.g. the process of historical enquiry - devising and investigating questions about history - and the use of evidence. These enquiry questions are rooted in second order concepts.

**Second-order concepts** are concepts that underpin the enquiry questions that we ask:

- **causation and consequence** - exploring the web of causes that led to events/changes; considering outcomes both intended and unintended.
- **change and continuity** - between past and present, also within and across periods.
- **historical perspectives** - understanding the differences between ourselves and people in the past (culture, traditions, beliefs, values, motivations). Understanding that different people in the past had different experiences and views from each other.
- **significance** - the degree of importance ascribed to a particular individual or event, for example, and how we decide what makes something 'significant'.
- **historical evidence** - our interpretations of the past are based on the evidence we use and then inferences we draw from that evidence.
- **historical interpretations** - studying the different ways in which the past has been interpreted and represented in order to tease out some understanding about both the object of interpretation and the interpreter.

### Implementation

The History subject leader will ensure a regular programme of monitoring and evaluation, and the celebration of good practice informs our commitment to improving teaching and learning.

The teaching, learning and sequencing of the History curriculum is as follows:

- An enquiry-based topic curriculum approach has been implemented to ensure coverage of knowledge and progression in skills and concepts.
- In EYFS and KS1, children will focus on the world around them and their living memory of History before moving to events that go beyond living history. This will ensure a firm foundation for KS2 History.
- In KS2, the History curriculum is planned spirally to allow children to build long-term memory by allowing for repetition of learning within the year and across years, developing an image of History over time and enabling them to use their knowledge of previous periods, events and people to better understand current learning.
- Progression maps, from EYFS to Year 6, highlight the conceptual threads and Medium-Term Plans and support teachers in sequencing learning to show expectations by the end of the unit.

- Technical vocabulary is taught within the unit and reinforced throughout the year.
- PSHE is threaded through the History curriculum so children can link History to their own lives and explore their heritage and culture.

### **Impact**

- Our children are engaged, curious and resilient learners in History lessons and relish the challenge and opportunities for fun that the subject offers.
- Children are critical and analytical in their thinking, making informed and balanced judgements based on their knowledge of the past.
- Children are aware of how historical events have shaped the world today, including History at the local and personal level.
- Children develop enquiry skills to pursue and investigate their own interests within a topic.
- Children visit historically relevant sites and museums and learn from visitors to enhance their learning in History and create positive memories.
- Children retain learning and explicitly make connections between what they have previously learned and what they are currently learning.
- Children are able to articulate what they have learned in History and can describe significant periods, events and people from the past.
- Children remember more, know more and can do more.