



History



BCPS CURRICULUM - KNOWLEDGE PROGRESSION

At Burnham on Crouch Primary School we strongly believe that children should feel connected to the world that they live in. We aim to inspire our children with a sense of curiosity and fascination about the past in Britain and the wider world. By finding out about how and why the world, our country, culture and local community have developed over time, children understand how the past influences the present. Through the teaching of history children develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people. What they learn through history can influence their decisions about personal choices, attitudes and values. The history topics have been carefully chosen to reflect the demands of the National Curriculum. Through each two week block and key stage children build upon their prior knowledge, develop their curiosity and embed essential knowledge into their long-term memory.

In EYFS children have the opportunity to gain an understanding of the past through books and stories drawing on similarities and differences between things in the past and things now. They begin to develop their language skills by using appropriate vocabulary when discussing the past.

In Key stage 1 Children learn to talk about historical events that have happened in the past. They start to understand chronology, how to sequence events and identify some similarities and difference between ways of life in different periods. They begin to explain differences between the past and present in their lives and that of other children from a different time in history. The children gain an understanding

and appreciation for how different life and conditions were in the past and how our lives have been shaped as a result. Throughout KS1 children build on their use of technical language by using words and phrases related to the passing of time.

In Key stage 2 Children build on their understanding of historical events through local studies (Maldon) and studies related to specific times in history (Stone age Yr 3 Romans Yr 4 Vikings and Anglo-Saxon Yr 6) They develop their understanding of chronology and recognise changes over time. The children are encouraged to make comparisons between their values and beliefs of modern-day Britain and those from past societies in a range of different countries (Egyptians Yr 3, Mayan civilisation Yr 5, Through the decades Yr6) Throughout KS2 children use technical language to communicate their knowledge and understanding in a variety of ways.

As our pupil's progress through our history curriculum, they are taught to show their respect for the past locally, nationally and internationally and for the people within.

Adapting the curriculum for pupils with SEND in history:

- Adaptive teaching takes place.
- For sensory or physically impaired pupils, history learning may necessitate enlarging texts, using clear fonts, using visual overlays, or audio description of images.
- Dyslexic pupils may benefit from well-spaced print.
- Teachers identify and break down the components of the subject curriculum into manageable chunks for pupils who find learning more difficult, particularly those with cognition and learning needs. These may be smaller 'steps' than those taken by other pupils to avoid overloading the working memory.
- A variety of additional scaffolds may be used in lessons, such as vocabulary banks, additional visual stimuli or adult support.

Substantive knowledge refers to the **knowledge that children should take away from the unit after it has been taught**. It consists of the **core facts** and **historical knowledge of the period**, such as historical narrative, significant events or people, period features, chronology and substantive concepts.

Substantive concepts are **concepts that children will come across repeatedly throughout their education in history**. They are words that are hard to define in one definition as they mean slightly different things in different contexts and periods of time. As a child progresses through their education, they will learn a little more about the concept each time they come across it, slowly building a clear understanding of the concept throughout history.

Substantive concepts should be taught within historical contexts to provide a strong base for children's understanding. The progression map below, you will find the **substantive concepts addressed in each unit**. Each substantive concept is covered more than once to ensure that children have plenty of opportunities to develop their understanding. The substantive concepts in different colours are the main, most significant substantive concepts that run throughout all key stages.

History substantive concepts covered

	<u>Archaeology</u>	<u>Social justice</u>	<u>Conflict</u>	<u>Civilisation</u>	<u>Monarchy</u>	<u>Religion</u>
Year 1	Significant people – Mary Anning			Changes in living memory- Toys, homes, transport	Kings and Queens	Kings and Queens
Year 2	The Great fire of London	The Victorians		The Victorians Florence Nightingale	The Victorians	The Victorians
Year 3	The Stone Age			The Stone Age Local History – Burnham on Crouch		The Egyptian's
Year 4	The Romans The Greeks Anglo Saxons		The Romans The Greeks	The Romans The Greeks Anglo Saxons		The Romans The Greeks Anglo Saxons
Year 5	The Maya	WW2	WW2	The Maya	The Tudors	The Tudors
Year 6	Anglo Saxons and Vikings- Alfred the Great	WW2	WW2	Industrial Revolution		Anglo Saxons and Vikings- Alfred the Great

Disciplinary knowledge includes all the **skills that children will need to develop over time in their history lessons**. They are skills that enable us to critically analyse contrasting arguments and interpretations of the past and make our own reasoned judgements about the past. **Disciplinary knowledge is separated into disciplinary concepts and historical enquiry.**

Disciplinary concepts that are systematically developed in our history curriculum:

- Historical Enquiry - asking questions, using sources and evidence to construct and challenge the past, and communicating ideas
- Cause - selecting and combining information that might be deemed a cause and shaping it into a coherent causal explanation
- Consequence/effect - understanding the relationship between an event and other future events.
- Changes over time - analysing the pace, nature and extent of change.
- Similarity and difference - analysing the extent and type of difference between people, groups, experiences or places in the same historical period.
- Historical significance - understanding how and why historical events, trends and individuals are thought of as being important.
- Historical interpretations - understanding how and why different accounts of the past are constructed

The main concepts covered are:

- **Cause and Effect - which allows children to develop a broader understanding of the forces that shaped people's lives in the past**
- **Changes over Time - which allows children to explore the changes across different periods and societies**

Historical enquiry refers to the skills historians use to critically examine evidence to make claims about historical events and to compare interpretations of the past and how they are constructed. Through historical enquiry, children learn about the nature of primary and secondary sources, begin to understand how our knowledge of the past is constructed, develop chronological understanding and make connections between time periods.

National Curriculum and EYFS Framework

Substantive Knowledge

Generative Knowledge

- **Substantive Concepts** embedded within units and revisited many times - e.g. invasion, empire, society, trade, king, democracy
- **Chronological knowledge** - understanding broad characteristics and having an overview knowledge of historical periods (e.g. Romans, Ancient Egypt)

Fingertip Knowledge

- Knowledge of key facts and dates from units (e.g. Romans, Ancient Egypt)

Disciplinary Knowledge

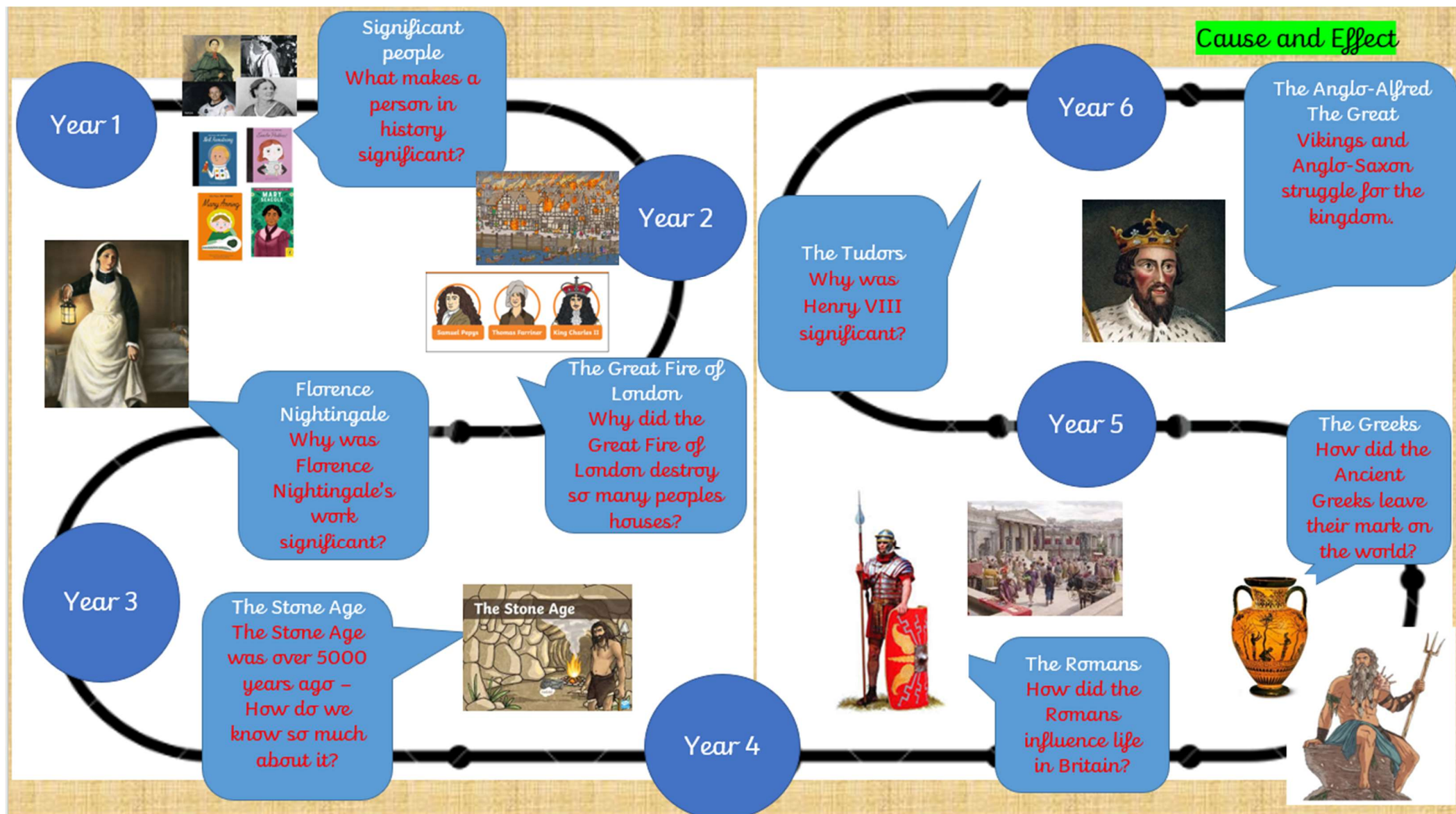
The Approach to Historical Enquiry

'Asking historical questions, using sources and communicating ideas'

Disciplinary Concepts

Second-order concepts:

'Historical Interpretations', 'Change and Continuity', 'Similarities and Differences', 'Cause and Consequence', 'Understand Significance of Events and People'.



Changes over time

Year 1

Changes in Living Memory
How have toys changed over time?



Kings and Queens
Are Kings/Queens cruel or kind?



Year 6

The Industrial Revolution
How did the Industrial Revolution change the lives of people?



Year 2

The Maya
Why should we remember the Maya?

Queen Victoria
How have our lives been changed by the Victorians?



Year 3

Egyptians
How did the Egyptians pave the way for the future?



Burnham on Crouch Primary School
Connected to our world

Burnham on Crouch
What was BCPS and Burnham like in the past?



Year 4

The Romans
How did the Romans influence life in Britain?



The Anglo Saxons
How did the Anglo-Saxons and Scots change life in Britain?



Year 5

WW2
What were the causes and consequences, for Britain, of WW2?

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