

History

‘A people without the knowledge of their past history, origin and culture is like a tree without roots’

Marcus Garvey

Through history, we aim to foster the children’s interest and understanding about the life of people who lived in the past. We aim for the children to develop a sense of identity - our history curriculum represents the diverse nature of our school and celebrates the historical heritage of our children and families.

In line with the National Curriculum, we teach the children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. 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.

Curriculum coverage:

We believe that a history curriculum should provide mirrors for the children in which they can see themselves reflected, and windows, through which they can look into the lives and stories of people who are different. Using this approach, we select subject content from the National Curriculum document and build depth studies of the periods of history that represent the unique community that we serve.

Curriculum Progression:

Our history curriculum comprises of four interrelated strands of knowledge:

Procedural knowledge:

Procedural knowledge represents the skills of a historian. This knowledge drawn from the National Curriculum Programmes of Study and is mapped into a vertically integrated progression so that the children revisit and deepen their knowledge and understanding in each year group as they move through school. In planning, this knowledge is presented as our broad ‘learning aims’. For example, the children are taught how to analyse historical sources. This is taught in every year group from year one to year six. As the children move through school, they are presented with increasingly complex sources and are taught how to analyse them in increasingly complex ways. This process is supported by the use of SOLO taxonomy, which enables the children to deepen their knowledge and understanding within year groups ensuring a mastery approach to curriculum.

Disciplinary knowledge:

Disciplinary knowledge represents the methods or conceptual frameworks used by historians. The identification of these disciplinary concepts is drawn from a number of sources including the National Curriculum and the specific assessment objectives at GCSE and A-Level:

'Although history teachers, education researchers and curriculum designers may use different terms, all of them recognise that learning history involves the development of both substantive knowledge (the 'stuff' of history) and familiarity with the 'second-order' or procedural concepts, that shape the way in which the 'stuff' or 'substance' is understood, organised and debated, as well as the ways in which it is actually generated. Lists of these 'disciplinary concepts' have varied slightly over the years, but each of the following six areas of conceptual understanding are specifically named in the current National Curriculum and (individually or collectively) form the focus of specific assessment objectives at GCSE and A-level. None of them can be taught separately from the substance of history, but effective planning needs to encompass and address them all.'

Historical Association

We present these disciplinary concepts to the children as the 'Big ideas' that historians apply when viewing their subject.

In our history curriculum, disciplinary knowledge is represented by the following areas:

- **Significance:**
Understanding the importance assigned to aspects of the past (and exploring aspects worthy of study)
- **Evidence:**
Information gathered from historical sources
- **Similarity and difference**
Understanding the extent of similarity and difference between different sorts of people – and between people within the same group
- **Continuity and change**
Understanding that some things change and some things stay the same
- **Cause and consequence**
Understanding a chain of events and developments
- **Interpretations**
Understanding how and why interpretations of the past can differ

The explicit teaching of disciplinary knowledge means that we're able to show the children how historians use the different 'Big Ideas' to focus on specific aspects of study and the

connections between them. The same 'Big ideas' are taught, revisited and referred to in every year group as the children move through school.

Substantive knowledge:

Substantive knowledge represents the historical content that is taught in each year group – in planning, this knowledge is presented as specific 'learning outcomes' – the content we want the children to know and remember. In selecting the specific content, we ensure that the historical heritage of our children is highlighted and celebrated. As a result of our work on developing an anti-racist curriculum, deliberate choices are made within historical periods so that our curriculum is representative of, and sensitive to, the community that we serve.

Substantive concepts:

Substantive concepts are specific terms that often don't have a fixed meaning, and as a result, are context dependent. In history, this would include concepts such as Empire, Monarchy, Law or Conflict.

Substantive concepts appear throughout the history curriculum and are explored in different year groups through different historical periods. By highlighting these concepts, we are able to ensure that connections are made so that children begin to develop familiarity and confidence, which then supports their future learning within the subject.

Repetition and retrieval:

Our history curriculum is built upon high levels of repetition to ensure that our children can do more and remember more as they progress through school. The two strands of Procedural knowledge and Disciplinary knowledge are revisited and developed in every class from year one to year six. This repetition ensures that our children reach the end of Key Stage Two with the ability to apply the skills and conceptual frameworks of historians with high levels of independence.

Substantive concepts are repeated in multiple year groups in order to develop resonance. Concepts are unpicked, defined and put into context to support the children's immediate understanding of the period being studied, whilst also broadening their wider understanding of history as a discipline.

During the course of their history project, we share significant amounts of substantive knowledge with our children. In planning, our specific learning outcomes detail the substantive knowledge that we want the children to know and remember. Retrieval practice is used during the course of the project to ensure that key knowledge is revisited and remembered.

Long-term retrieval opportunities are created by revisiting project books beyond the term in which the subject is being studied. This is planned for and structured so that children are given the opportunity to recall key elements of previously studied content; ensuring that it is further embedded in long-term memory.

Assessment:

We believe that assessment in History is more than just knowing facts and dates. We assess the children's ability to apply their knowledge with a final assessment piece at the end of each project. This provides information on the children's ability to use a combination of substantive, disciplinary and procedural knowledge.

The end of unit assessment comprises of an unseen source that is related to the period of history that has been studied. The children analyse the source, using the knowledge and skills they have developed during the project. This is used by teachers to provide information on how well the children are learning the curriculum.