



# History Overview

## Curriculum Intent

The United Curriculum for history provides all children, regardless of their background, with coherent and chronological substantive knowledge of the history of the Britain and the wider world, through the framework of three vertical concepts. These vertical concepts provide both a concrete lens through which to study and contextualise history, as well as use small steps to help pupils gain a deep understanding of complex, abstract ideas. Through the History curriculum, children will have a quest for knowledge. They will discover how people understand the world around them and will explore how knowledge is stored and shared.

The History curriculum is grounded in core disciplinary knowledge, and the ability to approach challenging, historically-valid questions. The children will have an excitement for history, which inspires a curiosity to learn more about the past. In order to achieve this, children have the opportunity to go on trips to museums and historical places, learn and take part in activities linked to important events in history, as well as have workshops in school, to deepen their learning.

**The United Curriculum for history provides all children, regardless of their background, with:**

- **Coherent and chronological substantive knowledge** of the history of the Britain and the wider world, selected to build pupils'

## How do you ensure consistent delivery across all key stages?

To ensure consistent delivery across all key stages, the United Curriculum for history provides a clear framework with well-defined learning objectives and progression statements. This ensures that students' understanding of historical concepts, such as the quest for knowledge, power, empire, and democracy, and community and family, is built upon progressively. The curriculum also emphasises a balanced view of the world and the importance of explicit teaching of core disciplinary knowledge. By sequencing historical enquiry skills across year groups and providing opportunities for fieldwork, the curriculum aims to foster a deep and meaningful understanding of history. Additionally, the curriculum's focus on subject-specific pedagogy and its alignment with relevant knowledge from other subjects helps to ensure a coherent and effective learning experience for all students. To further support consistent delivery, we provide professional development for teachers in history pedagogy, including training on Rosenshine's principles of effective instruction, incorporating small-step teaching and questioning techniques, and conducting ongoing assessment throughout lessons.

## How does the curriculum cater for disadvantaged, SEND and minority group students?

By incorporating relevant content, real-world examples, and experiential learning opportunities, the curriculum caters to the needs of disadvantaged students. For SEND students, differentiated instruction, assistive technology, and inclusive learning environments helps to ensure their success. To cater to minority group students, the curriculum incorporates diverse perspectives, promote cultural sensitivity, and highlight role models from various backgrounds. By implementing these strategies, our history curriculum is more equitable and ensures that all students have the opportunity to learn and succeed.

## How does the curriculum embed prior knowledge and aid long term retention of knowledge?

Our history curriculum effectively embeds prior knowledge and aids long-term retention by building on students' existing understanding. This is achieved through strategies such as pre-learning quizzes to assess students' existing knowledge, weekly retrieval practices

understanding of three vertical concepts. These vertical concepts provide both a concrete lens through which to study and contextualise history, as well as use small steps to help pupils gain a deep understanding of complex, abstract ideas:

- **Quest for knowledge**

How do people understand the world around them? What is believed; what is known; what scientific and technological developments are made at the time? How is knowledge stored and shared?

- **Power, empire and democracy**

Who holds power, and what does this mean for different people in the civilisations? How is power wielded and legitimised? How are people's rights different in different historical contexts?

- **Community and family**

What is life like for people in different societies? How are these societies structured? How are family and community relationships different in different historical contexts?

- Opportunities for all pupils to **see themselves reflected** in the curriculum, but also to be taken **beyond their own experiences**. The history curriculum teaches pupils about civilisations from across the world, and always incorporates the experiences – positive and negative – of ethnic minorities in the history of Britain.
- Grounding in core **disciplinary knowledge**, and the ability to approach challenging, historically-valid questions.
- An **excitement** for history, which inspires a curiosity to learn more about the past.

to reinforce previously learned concepts, and linking new learning to prior knowledge. By making connections between old and new information, students develop a deeper understanding of the subject matter and retain it for a longer period. Additionally, incorporating visual aids, hands-on activities, and collaborative learning helps students engage with the material more deeply and solidify their understanding.

## Long Term Plan

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<i>Children in the Early Years Foundation Stage will engage in a variety of activities, including discussing their family members and daily routines, exploring different modes of transportation, learning about their local community, and delving into imaginative worlds like castles, knights, and dragons.</i>					

1	Here I am (features of local area)	My family history	Where we are (countries of the United Kingdom)	History of transport	There you are (understanding where we live on a global scale and comparing features of an area in the UK with an area in Kenya)	Homes through time
2	Mini mappers	Local history	Hot and cold deserts	The Great Fire of London	Rivers, seas and Oceans	Explorers: Sacagawea and Michael Collins
3	The United Kingdom	Prehistoric Britain	Volcanoes	Ancient Egypt	Looking at Europe	Ancient Greece
4	Brazil	Ancient Maya	Tropical rainforests	Early Islamic civilisation	Earthquakes and settlements	Local history
5	Investigating world trade	Ancient Rome	Looking at North America and water	Roman Empire in Britain	Climate across the world	Quest for knowledge
6	Improving the environment	Anglo-Saxons	On the move (migration to and from the UK)	Viking age	I am a geographer (field work in local area)	Power, empire and democracy