



Pathway Progression

The History Curriculum



The History Pathway:

- The sequential approach to the curriculum lends itself to teaching History chronologically – so that from Y1 to Y6 children have a clear framework for organising their understanding of the past.
- The progression overview has been carefully curated to ensure that children develop their understanding of British History alongside: civilisation study, significant people and European and non-European study.
- Learning clearly begins in EYFS with branches through to KS1 and 2.

How is the History Curriculum planned at our school?

- The History curriculum sits above the minimum expectations of the National Curriculum, because:
 - It covers more than 80% of the non-statutory framework of the National Curriculum – supporting pupils to have a more rounded but precise understanding of historical progression.
 - The curriculum covers more areas of World History to ensure that pupils can make tangible links to what was happening in the wider world and how that impacted Britain.
 - Our model of delivery ensures that children learn chronologically throughout their time with us. Therefore, we teach the earliest periods of history in KS1. This enables children to connect times, ideas and knowledge in a linear way as they progress through the school.
- We have an agreed narrative structure for presenting the History of Great Britain – this is planned throughout our MIRO boards and delivered through the HE Marshall text 'Our Island Story'.

DISCIPLINARY KNOWLEDGE

Knowledge and substance of the curriculum. E.g. dates, people etc

- Big events** – understanding key events in history and the impact of the event on a National/World scale.
- Enquiry skills:** understanding evidence types and the use of primary and secondary source materials. Using these sources to develop arguments to challenge interpretation.
- Historical abstract concepts:** for example: Invasion, Conflict, Civilisation, Cause and Change.
- Problem solving:** could events have been avoided?

SUBSTANTIVE KNOWLEDGE

- Developing knowledge and skills which enable pupils to interpret the past – changes, causes, sources etc
- A historical narrative presented in a coherent way.
- Understanding the difference between British History, Ancient Civilisations, and non European study.
- Historical perspective:** local, national and global. Political or Religious or Cultural and Social.
- Dates in History.**
- People in History:** understanding the impact of people and their impact.

SKILL DEVELOPMENT

- Historical enquiry skills are woven into our lesson visuals and tasks:
- HS1: Develop chronology secure knowledge
- HS2: Establish narratives within periods studied
- HS3: Make connections between time periods to contrast trends over time.
- HS4: Develop an awareness of historical terms and use some.
- HS5: Seek to answer and ask historical questions.
- HS6: To understand how the past is constructed using a range of sources
- HS7: Construct informed responses and organise information