

TRINITY CHURCH SCHOOL

HISTORY CURRICULUM

Principles

Learning is a change to long-term memory. To this end, our aim is to ensure that our children experience a wide breadth of study and will have committed to their long-term memory an ambitious body of procedural and semantic knowledge (knowledge and skills).

Curriculum Intent

At Trinity Church School, we give our children a high-quality history education which helps them gain a coherent knowledge and understanding of Britain's past and that of the wider world. We inspire children's curiosity to know more about the past, which equips children to ask questions and think critically, helping children to understand people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity.

Breadth of Study

Key Stage 1

Children will develop an awareness of the past, using common words and phrases relating to the passing of time. They will know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They will use a wide vocabulary of everyday historical terms. They will ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.

Children will be taught about:

- changes within living memory.
- events beyond living memory that are significant nationally or globally
- the lives of significant individuals in the past who have contributed to national and international achievements
- significant historical events, people and places in their own locality

Key Stage 2

Children will continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle at the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Our curriculum distinguishes between subject topics and *threshold concepts* which tie together the subject topics into meaningful *schema*. The same concepts are explored in a wide breadth of topics. Our *forwards and backwards engineering* of the curriculum allows children to return to the same concepts over and over again, gradually building their understanding of them.

Threshold Concepts

We have identified threshold concepts, the most significant knowledge in the subject, which form a schema to help pupils to assimilate new knowledge and are referred to in a wide breadth of topics.

Understand chronology This concept involves an understanding of how to chart the passing of time and how some aspects of history happened at similar times in different places.	Interpret the past This concept involves recognising that our understanding of the past comes from an interpretation of the available evidence.	Communicate historically This concept involves using historical vocabulary and techniques to convey information about the past.	Build an overview This concept involves an appreciation of the characteristic features of the past and that these features are similar and different across time periods, and an understanding that life is different for different sections of society.
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Progression - Milestones

For each of the threshold concepts, three milestones (each of which includes the procedural and semantic knowledge students need to understand the threshold concepts) provide a progression model.

Within each milestone, students gradually progress in their procedural fluency and semantic strength through three cognitive domains: basic, advancing and deep. The goal for students is to display sustained mastery at the advancing stage of understanding by the end of each milestone and for the most able to have a greater depth of understanding at the deep stage.

As part of our progression model we use a different pedagogical style in each of the cognitive domains of basic, advancing and deep. This is based on the research of Sweller, Kirschner and Rosenshine who argue for direct instruction in the early stages of learning and discovery-based approaches later. We use direct instruction in the basic domain and problem-based discovery in the deep domain. This is called the reversal effect.

Also as part of our progression model we use POP tasks (Proof of Progress) which show our curriculum expectations in each cognitive domain.

Assessment

As part of our progression model we use concept maps, a form of summative assessment which show our curriculum expectations in each cognitive domain. We assess the outcomes for history through concept maps which are built into our planning to help us assess how well and how deeply pupils know and understand what we have taught and what the children have learnt.