Radford Academy
A L.E.A.D. Academy

Radford Academy

History

Curriculum

Depth Map

Contents:

- Aims/ Vision
- Intent
- Implementation
- Impact
- School values in the History curriculum

Progression documents

- Whole school Progression document
- Whole school Coverage document
- Golden threads coverage
- Foundation stage
- Assessment document

History at Radford Academy

Vision:

At Radford Academy, we aim to deliver a well sequenced and high-quality history curriculum that enables learners to gain an understanding of our local heritage, Britain's past and also give them opportunities to explore their history and heritage. Children should be taught to be curious about the past by asking perceptive questions and thinking critically about sources and narratives of the past. History should help pupils to understand the complexity of people's lives, the process of change, the diversity of societies as well as developing their own sense of belonging in the modern world. They will understand abstract terms such as empire, civilisation, parliament and peasantry.

Intent

- To teach the content of the National Curriculum in an engaging and purposeful way to enthuse students to learn about their own personal history and the history of significant people, places and events that have helped shaped our local community as well as the wider world.
- To stimulate their interest and understanding about the life of people who lived in the past and to help children understand society and their place within it, so they can develop a sense of their cultural heritage and identity.
- To develop their skills of enquiry, investigation, analysis, evaluation and presentation through opportunities to develop Oracy skills and enable them to take an objective viewpoint and to critically look at differing viewpoints and present their own opinions backed up by high-quality research.
- To provide first hand experiences wherever possible, using both primary and secondary sources, including the use of technology, to look at and interpret evidence from a range of different sources and experiences.
- To provide children with lifelong skills that can be applied not only to history but across the curriculum to help them embrace challenges and be confident in expressing themselves and their ideas in different ways.

Substantive Knowledge

Substantive knowledge, in the primary curriculum for history, refers to the essential, factual and conceptual knowledge that pupils are expected to learn and understand about historical events, people and developments in the past. At Radford conceptual knowledge will link through our golden threads, and these will be the core focus of our history teaching. This allows children at Radford to make connections and draw conclusions about historical events, key figures and chronology.

Disciplinary Knowledge

Disciplinary knowledge is the procedural knowledge of how historians investigate the past, and how they construct historical claims, arguments and accounts.

The knowledge of historical enquiry frames what pupils learn about the past, supporting them to consider the status of historical claims. It enables them to place their historical knowledge in a broader context.

It helps pupils to explore how historical narratives are constructed and the potential opportunity for bias.

EYFS: In EYFS, key aspects of chronological understanding are reinforced. It is through this that children gain a secure chronological understanding. For example, a visual timetable of each day is on display, shared and discussed with the children at the start first we will then we will. Changes in routine are communicated and explained and children are given a framework which helps them to develop their conceptual understanding of time.

Other examples are talking about past and present events in their own lives and in the lives of family members, seasons of the year – which affect their day-to-day activities, recognising, the different types of clothes they wear or events they celebrate throughout the year such as birthdays, religious celebrations, holiday weeks, etc. teach children the concept of change over time.

Chronological Knowledge

KS1: In KS1 the children build on their sense of chronology from EYFS by reinforcing terms such as past and present and talking about what changes have happened and why. The children begin to add dates onto a timeline. Children in year 2 will have a timeline with the events that they have studied in Year 1 and the events that they will add the dates studied in Year 2. Across the Key Stage they will know and use historical vocabulary to represent the passing of time.

KS2: In KS2 the children build on their knowledge of timelines from KS1. From Years 3 to 4 they will grow in confidence using timelines to place events and have a greater awareness of the duration of a historical period. They will also be able to discuss events and time periods that happened concurrently. This will further develop in upper Key Stage 2 where they will be expected to use chronology to form an in-depth knowledge of the past. They will also compare and analyse the different time periods giving reasons why civilisations might have ended or changed.

Implementation

Roles and Responsibilities

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the History curriculum have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The appropriate amount of time is provided for teaching the required elements of the history curriculum and is reviewed by the governing body
- The school's procedures for the assessment of History meet all legal requirements
- The governing body is fully involved in decision-making processes that relate to the history curriculum
- The governing body is advised on whole-school targets for history in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with special educational needs

The history subject leader, will:

- Provide professional leadership and management and ensure staff knowledge about the history periods studied are kept up to date
- Ensure the taught history curriculum is engaging, age appropriate, challenges all pupils and meets the curriculum aims
- Secure high-quality teaching of the history curriculum -including the quality of the medium- and long-term plans
- Secure history curriculum enhancing resources (including the use of local museums/ artefacts) and their effective use
- Improve standards of learning and achievement for all pupils in the history curriculum
- Promote history across the school,
- Ensure that this policy is adhered to

Teachers will adhere to this policy and make sure the history curriculum they provide is commensurate with the aims of this policy

Lesson design

The lesson design should be demonstrated as follows.

- Start the unit introducing the composite question.
- The first lesson of the sequence will focus on chronology and making connection to local, regional and international events (KS2)

- Sub questions of enquiry which will build towards answering the composite question. These will be delivered using the agreed lesson design format: Link it, discover it, Think together, practice, apply, revisit
- The last lesson will be where the children answer the composite question

Inclusion

1) Teachers set high expectations for all pupils. They will use appropriate assessments to set ambitious targets and plan challenging work for pupils of all abilities, including:

    - More able pupils
    - Pupils with low prior attainment
    - Pupils from disadvantaged backgrounds
    - Pupils with SEN
    - Pupils with English as an additional language (EAL)

    a) Teachers will plan lessons so that pupils with SEN and/or disabilities can study every aspect of the history curriculum, wherever possible, and ensure that there are no barriers to every pupil achieving.
    b) Teachers will also take into account of the needs of EAL children. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to use IT to support pupils to take part in all subjects.
    c) For further information see our ‘SEN’ policy.

Impact

At Radford Academy, our pupils will have:

- Become increasingly critical and analytical with their thinking, developing the skills to make informed and balanced judgements based on their knowledge of the past demonstrated through their understanding and response to the composite question.
- Become increasingly aware of how historical events have shaped the world that they currently live in.
- Developed their cultural capital through high-quality enrichment opportunities such as workshops, trips to places such as the holocaust centre and having the opportunity to handle artefacts.
- A richer vocabulary which will enable to articulate their understanding of taught concepts.
- High aspirations and the knowledge of careers in history.

How are our school values visible in our History Curriculum



Children at Radford Academy are taught belonging through the History curriculum by:

- Researching and celebrated their own family, culture, context and heritage
- Learning about local history to have an understanding and connection to the area in which they live.
- Giving children opportunities to explore different societies so they can better understand their place in the world.
- We also reinforce British values including, teaching the children about democracy, individual liberty, rule of law, mutual respect and tolerance of those with different faiths.
- Our History Curriculum also includes elements of protected characteristics particularly about the role of women.



Children at Radford Academy are taught curiosity through the History curriculum by:

- Having access to enrichment opportunities including visitors, visits, and artefact boxes and using technology such as VR headsets to promote curiosity about the past.
- Have opportunities to ask questions about the past.
- Link back to prior learning and ensure opportunities to develop awe and wonder.



Children at Radford Academy are taught Aspiration through the History curriculum by:

- Allowing the children to develop the skills that a historian would have through the progression in disciplinary skills.
- Have a good understanding of the careers, particularly successful women, that they could do as a result of their enjoyment of history,
- Developing critical thinking and problem-solving skills that can be used in different scenarios.



Children at Radford Academy are taught Interaction through the History curriculum by:

- Providing opportunities for oracy and partner talk including through discussion, debates and presentations.
- The use of enquiry questions helps the children to engage with a history topic by asking and answering questions about a source.

Providing stem sentences and subject-specific vocabulary to help structure arguments and discussions.



Children at Radford Academy are taught Self- disciple through the History curriculum by:

- The children engaging with enquiry questions and being able to manage their own critical thinking and tackle complex problems.
- When completing tasks and answering the composite question the children will need to manage what they include in their response.
- They will also need to manage their time effectively when completing tasks.
- Ensuring that learning behaviours are in line with the Behaviour Curriculum/ Pedagogy Policy

Whole School History Progression

Chronological Awareness						
Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Understand their own personal timeline and how old they are	Know the months of the year	know and use historical vocabulary to represent the passing of time, (e.g. chronology, decades, centuries and specific years studied, such as 1666)	know how Britain changed between the beginning of the Stone Age and the Iron Age	know the key events within Roman history and society up to the fall of the Roman Empire and track these on a timeline	Know terms such as ancient and modern when learning about the Greeks	know and chart some of the key periods within ancient civilisations and note the differences between them
Know how to talk about past and present events in their own life using today yesterday last week	Know the month and year of their birth	Know what a timeline is and how it shows the passing of time.	know what B.C. means and that it can also be referred to as B.C.E	know how to plot events on a timeline accurately using A.D. / C.E. and B.C / B.C.E	Know how the events led to WWII and plot these on a detailed timeline	know the duration of different civilisations (S) and represent this on a timeline
Understand that things have happened before they were born	know and use historical vocabulary to represent the passing of time, (e.g. past, present, year, month, week, earlier, later	Know about how the life of someone beyond living memory was different to our lives	Understand that the past can be divided into periods (Stone Age, Bronze Age, Iron Age, Egyptians: Old Middle and New Kingdoms).	know what A.D. means and that it can also be referred to as C.E.	Understand that historical periods can happen concurrently e.g. Greeks and Romans	
Know the year that we are currently in	Know how to order the life of Rosa Parks and King	Know their full date of birth	know how to plot events on a timeline accurately using B.C. / B.C.E	know the key events in Boudicca's life		

Chronological Awareness						
	Charles II using a simple timeline			leading up to her rebellion and death		
			Know the changes within the Ancient Egyptian period.	Know what came before and what came after the Victorian Impact		
know words 'older' and 'younger			know and use historical vocabulary to represent the passing of time, such as 'period', 'era' and 'millennium'	know how Britain changed from the Iron Age to the end of the Roman Occupation		
				know and make links between two overlapping periods of history, such as between The Egyptians and The Romans		

Historical Enquiry						
Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
know how to ask simple questions, about images/stories from the past	know how to ask questions about simple artefacts (e.g. who, what, why, when, where)	know how to ask a range of questions about artefacts and sources from the past	know how to learn more about a historical period through asking relevant question	know how to ask questions about artefacts / sources of information to question the validity and reliability of these	Know how to ask and answer questions about the past , considering aspects of change, cause, significance, similarity and difference	Know how to devise and ask questions about the past, suggesting where answers might be found, considering a range of sources

Interpretation of History						
Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
	Know that memories are not always completely reliable. Know how to distinguish between fact and fiction (stories)	Know how to compare two different versions of the same account Know what sources are. Know how to use primary and secondary sources to find information	Know how to compare a range of primary and secondary sources and discuss validity and reliability. Know how to compare information found in primary and secondary sources of information (including the internet)	Know how to learn more about a historical period through comparing both primary and secondary sources of information considering the positives and negatives presented Know how to begin evaluating the usefulness of different sources of information	Know how check the accuracy of historical interpretations (P), stating which sources of evidence are more reliable and why. Know how to use a range of sources to make the most accurate interpretation of a historical period	Know how to offer some reasons for different versions of events explaining which is most accurate and why. Know how to link sources and evaluate how conclusions have been made.

Historical Concepts Progression							
	Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Continuity and change	know and identify new and old things from different periods of time, commenting on changes	Know and understand that some things change and some things stay nearly the same over different periods	Know and explain how a key historical event created change which can still be seen today	Know and identify things that have changed and stayed nearly the same between different periods of time	Know, understand and describe in some detail the main changes to an aspect within a period in history (e.g. democracy, empire, society, technology, religion	Know and identify reasons for continuity across different periods of time	Know and understand that there are times in history when change happens suddenly and describe the Impact of thus
Cause and Consequence	know and understand that a consequence is something that happens as a result of something else	Know why people did things , why events happened and what happened as a result	Know and understand that a cause makes something happen and that historical events have cause	Know and understand that historical events have consequences that sometimes last long after the event is over Identify the cause of change from Stone Age to the Iron Age	Know and explain a series of directly related events that happened in the lead up to an historical event and the subsequent consequence/s of this	Know and understand why some historians may not agree on the causes of historical event	Know and understand that the consequences of one historical event can sometimes become the causes of another
Similarity and Difference	Recognise some similarities and differences between	Make observations about different types of people,	Link observations about different types of people,	Identify similarities and differences between ways of	Explain the diverse experiences and ideas, beliefs	Analyse the reasons for the diverse experiences of different societies and produce a historical account (Martin Luther King)	

Historical Concepts Progression							
	themselves and others and among families, communities and traditions	events and beliefs within a society.	events and beliefs within a society to identify which are similar and which are different.	life in the Stone Age and the Iron Age.	and attitudes of men, women and children Vikings and Anglo Saxons.		
Significance	Recognise that people have different beliefs and celebrate in special times in different ways.	Know about a significant person from the past and where this would sit within a chronological framework	Know how to compare aspects of life in different periods in relation to a significant person from the past and understand where it sits within a chronological framework	Know and understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to u	Know and identify historically significant people and events from a period of history and give some detail about why what they did or what happened was significant	Know and compare a range of historically significant people and events from across different periods of history and explain why they were significant	Know and explain that historical significance is often a personal decision that people make which means that not everyone agrees on who or what is significant
		know what the word 'significant' means and how the significant person	Know why we remember significant people from the past		know and understand that historical significance is a decision that people living in modern times make about what they feel are important aspects of the past		Know and explain the importance of an event/person using the following criteria: significant individually, regionally, nationally or globally

Whole School coverage document

Key Stage One				
Subject Content from the Programme of Study	**Which historical themes/people/events are we teaching pupils about?**	**When are pupils being taught this?**	**Links with other subjects**	**Opportunities for pupils to apply basic skills**
Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Rosa parks Y 1 Neil Armstrong Y 2 Mae Jemmsion Y 2	Aut1	Black History Month	Writing activities Timeline activity- basic maths
Pupils should be taught about events beyond living memory that are significant nationally or globally.	Great Fire of London Y2	Aut 2	Science- materials	Writing activities
Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.	Rosa Parks Y1 Neil Armstrong/ Mae Jemmison Y2 King Charles and The Royal Family Y1	Aut 1 Sum2	Black History month Geography- Continents and oceans	Writing activities
Pupils should be taught about significant historical events, people and places in their own locality.	Nottingham castle Robin Hood	Spring 1		Writing activities

Curriculum enrichment (trips, visitors, themed events etc)

- GFOL loan box
- Trip to Sherwood Forest
- VR headsets
- Nottingham castle
- Role play
- Black History Assembly

Key Stage Two				
Subject Content from the Programme of Study	**Which historical themes/people/events are we teaching pupils about?**	**When are pupils being taught this?**	**Links with other subjects**	**Opportunities for pupils to apply basic skills**
Pupils should be taught about changes in Britain from the Stone Age to the Iron Age.	Pupils taught about the change from the stoneage to the iron age – how we can summarise what happened from evidence	Spring 2	Art- Cave drawing	Writing Maths- Timelines
Pupils should be taught about the Roman Empire and its impact on Britain.	Pupils are taught about Rome and the Impact on Britain today.	Autumn 2	Geography- looking at maps of the Roman Empire	Writing Maths- Timelines
Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots.	Pupils Taught about this across 2 year groups year 4 (light touch) and revisited in Year 6	Autumn1 Y4 Summer Y6	Geography – maps	Writing Maths- Timelines
Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.	Pupils are taught about this in year 4	Autumn 1	Geography – maps and place names	Writing Maths- Timelines

Pupils should be taught about a local history study.	Victorians- Census activity – Thomas Adams Lace	Spring 1	Geography – maps and place names	Writing Maths- Timelines and Census activity
Key Stage Two (cont.)				
Subject Content from the Programme of Study	**Which historical themes/people/events are we teaching pupils about?**	**When are pupils being taught this?**	**Links with other subjects**	**Opportunities for pupils to apply basic skills**
Pupils should be taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	WW2- Year 5	Spring	Geography – maps Art- Homework making an Anderson shelter	Writing Maths- Timelines
Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.	Ancient Egypt- Year 3	Summer 2	Geography – maps	Writing Maths- Timelines
Pupils should be taught about Ancient Greece – a study of Greek life and achievements and their influence on the western world.	Ancient Greeks Year 5	Summer 1	Geography – maps	Writing Maths- Timelines

Pupils should be taught about a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	Mayans Year 6	Summer	Master chef D and T	Writing Maths- Timelines Presentation
Curriculum enrichment (trips, visitors, themed events etc) Year 3 Stoneage- Cresswell Crags Egyptians- Partake Theatre Year 4- Romans- Southwell minster History day Victorians- Victorian day in school- Census Vikings- (Need to get loan box) Year 5- WW2- Holocaust centre Greeks- Class Assembly- University day Year 6 Martin Luther King- Black History- Autumn 1- Presentation for Assembly Mayans and Anglo Saxons- Comparative study – Master Chef				

Golden Threads coverage

Golden thread substitutive knowledge	R	1	2	3	4	5	6
Civilisation (Society/ diversity/  **religion)**	Parents and grandparents' jobs Celebrating special celebrations	Summer 2 – Kings and Queens Autumn 2 Rosa Parks Local History- Nottingham castle	Autumn 1 Explorers (Neil Armstrong/ Mae Jemmison) Autumn 2 The Great Fire of London Summer 2 Robin Hood- King John	Summer 2 Ancient Egyptians Spring 2 –The legacy of the stone age	Autumn 2 Romans Spring 1 Vikings	Spring 1 WW2 legacy Summer 1 Ancient Greece	Summer- Mayans/ Anglo Saxons comparative study. Autumn 2- Martin Luther King legacy
Legacy 	What do we still use today that their parents and grandparents used.	Across all units					
Monarchy, Leadership 	Looking at fairytales- who is the king/ queen and what is their job?	Summer 2 – Kings and Queens Local History- Nottingham castle	Autumn 2 King Charles 11 The Great fire of London. Summer 2 Robin Hood- King John	Summer 2 Ancient Egyptians	Summer 1 Victorians	Spring 1 WW2 legacy Summer 1 Ancient Greece	Summer- Mayans/ Anglo Saxons comparative study. Autumn 2- Martin Luther King legacy

Invasion and settlement 	Settlement is taught during the all about me section where ct	Local History- Nottingham castle	Autumn 1 Explorers Christopher Columbus	Spring 2 Stone age settlement	Spring 1 Vikings Autumn 2 Romans	Spring 1 WW2 legacy	Summer- Mayans/ Anglo Saxons comparative study.
Exploration and empire (trade) 	The children are taught the word explore when they are completing their independent activities. The children are taught trade as swapping one thing for another		Autumn 1- Christopher Columbus/Neil Armstrong	Summer 2 Ancient Egyptians	Summer 1 Victorians Spring 1 Vikings Autumn 2 Romans	Summer 1 Ancient Greece	Summer- Mayans/ Anglo Saxons comparative study.

Foundation Stage Overview

The Foundations for Learning History in the Early Years
The foundations for learning history begin in the early year's classroom. At Radford Academy our curriculums aligns the EYFS are 'Understanding the World' with the History National Curriculum. In EYFS children experience a combination of direct teaching and child led exploration to achieve an understanding of historical concepts. Children's interests and curiosities are equally valued and fostered and therefore we have a continuous provision element to summarise the potential learning that may arise within the environment. Our EYFS curriculum ensures sufficient coverage of key concepts including enquiry and chronology. Historical vocabulary is embedded through pedagogical approaches appropriate to the EYFS curriculum. Learning is carefully sequenced, considering the small steps that the children need to achieve the ELG and considers language and vocabulary.

Foundation	Autumn Term		Spring Term		Summer Term	
	1	2	3	4	5	6
Topic title	**All about me**		**Traditional tales**		**Life Cycles**	
Link to History Key Concept	Past and Present		Past and Present		Past and Present	
Sticky knowledge	• Understand what they were like when they were a baby. • Know what they can say what they can do now. • Know how old they are and the year we are currently living in.		• Know what jobs parents and grandparents did in the past and why they are the same or different. • Know how objects in my house have changed over time. • Know that toys have changed over time.		• Understand that things happen in a certain order	

Foundation	Autumn Term		Spring Term		Summer Term	
	1	2	3	4	5	6
	• Understand significant events in their own timeline		• Understand that events happen in a certain order			
	• Celebrations- Know historical events such as festivals were celebrated before my time and before my grandparents time.					
Link to KS1 Key Concepts	Y1- Family Trees / Rosa Parks					
Vocabulary	now then change future past present		now then future			

How do we assess in Primary History

During the lesson sequence:

The lesson design sequence enables teachers to assess the children's understanding at 3 planned points. Although teacher assessment will be continuous through observing the children engaging with the content taught.

- The first point of assessment is during the link it activity. The link it activity will focus on previous content and will link to one of the golden threads of knowledge to ensure that the children have understood previous content. (If it is clear the majority of children have not retained previous content then their will need to be some teaching to bridge the gap- If only a few children have retained this will be addressed in the lesson and these children will become the focus children).
- The second point of assessment will come after the practice it stage of the lesson- The children will be given two questions that they will need to answer. This can be in the form of a kahoot quiz or through the use of the whiteboards. (If the majority of children do not answer the questions correctly, they will remain and the main teaching points will be reviewed again. If only a small number are unsuccessful, they will remain in the carpet and receive additional support from the teacher).
- The final assessment point will be during the review it stage. There will be two questions which can be in the form of a quiz or diagnostic question to address which children have understood the lesson. Names will be recorded of those who were unsuccessful and these children will receive and additional pre teach before the next lesson in the sequence.

After the unit

At the end of the unit the children will independently answer the composite question introduced at the start of the unit. Teachers will assess the content for historical accuracy and then award the final grade which will be recorded on DCPro. Names of children who have not achieved ARE will be recorded on a separate sheet.