

Bempton Primary School

# History Curriculum



# Intent

At Bempton Primary School, we believe a high-quality History education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. Our curriculum equips pupils to ask perceptive questions, think critically, weigh evidence, examine arguments, and develop perspective and judgement. History helps pupils 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 our time.

## **At the end of Foundation at Bempton:**

Pupils will gain a secure understanding of what history is, looking at how they have changed over time and why. Pupils will develop historical vocabulary and language. Furthermore, they will begin to explore wider history focusing on stories of important people to ensure a strong foundation of historical vocabulary and language. Together, these facilitate pupils to use and understand historical questioning.

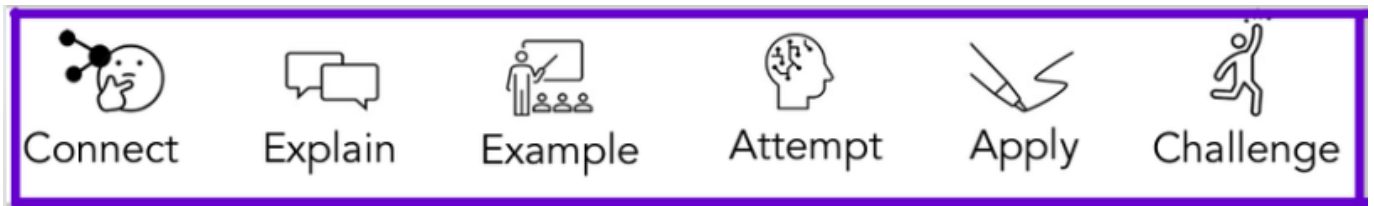
## **At the end of KS1 at Bempton:**

Pupils will become secure in the main stories of important individuals and how they developed and changed history. Pupils will also be able to begin to make comparisons with contrasting forms of government, class systems and civilisations which will provide a secure base context for KS2 learning. Pupils will be oriented in time / narrative and space to prepare them to access subsequent work in Key Stage 2.

## **At the end of KS2 at Bempton:**

Pupils will make links and comparisons through their understanding and exploration of a diverse selection of different periods across the ancient world. They will learn how to carry out historical enquiries using a variety of sources of information and look at how and why the past is interpreted in different ways. An accumulation of knowledge-rich curriculum means that pupils will be able to evaluate how ancient history has impacted society today.

# Implementation



Retrieval	Instruction		Deliberate practice	Guided or independent practice	Integrate
Connect prior learning	My Turn	Worked examples	Our turn	Your turn	Sophisticate through retrieval, explanation,
Connect to concept and Big Idea	Explicit vocabulary instruction	Full or partially completed diagrams	Allows for misconceptions to be identified		Sophistication through self-questioning
Position learning within KO			Feedback given at the point of learning		Summarise using 'I know and I think' statements

Using CUSP (Curriculum with Unity Sports Partnership) resources, History at Bempton is taught across each year group in modules that enables pupils to study in depth key historical understanding, skills and vocabulary. From EYFS to Year 6, each module aims to activate and build upon prior learning to ensure better cognition and retention. Each module is carefully sequenced to enable pupils to purposefully layer learning from previous sessions to facilitate the acquisition and retention of key historical knowledge. As the children move through year groups, they are introduced to new 'Key Concepts' that are revisited throughout their time at school. Alongside these six key substantive concepts (Community, Knowledge, Invasion, Civilisation, Power and Democracy) our children are encouraged to 'Think like a Historian' by focussing their enquiry into one or more of the following within a lesson: significance, evidence, continuity and change, cause and consequence, historical perspective and contextual interpretation.

## CUSP History Principles

CUSP History draws upon prior learning, wherever the content is taught. For example, in the EYFS, pupils may learn about the past and present through daily activities, exploring through change, and understanding more about the lives of others through books and visitors as well as their own experiences. These experiences are drawn upon and used to position new learning in KS1.

The structure is built around the principles of advancing cumulative knowledge, chronology, change through cause and consequence, as well as making connections within and throughout periods of time studied. CUSP History is planned so that the retention of knowledge is much more than just 'in the moment knowledge'.

The cumulative nature of the curriculum is made memorable by the implementation of Bjork's desirable difficulties, including retrieval and spaced retrieval practice, word building and deliberate practice tasks. This powerful interrelationship between structure and research-led practice is designed to increase

substantive knowledge and accelerate learning within and between study modules. That means the foundational knowledge of the curriculum is positioned to ease the load on the working memory: new content is connected to prior learning.

The effect of this cumulative model supports opportunities for children to associate and connect with significant periods of time, people, places and events. CUSP History strategically incorporates a range of modules that revisit, elaborate and sophisticate key concepts, events, people and places.

A guiding principle of CUSP History is that pupils become 'more expert' with each study and grow an ever-broadening and coherent mental timeline. This guards against superficial, disconnected and fragmented understanding of the past. Specific and associated historical vocabulary is planned sequentially and cumulatively from Year 1 to Year 6. High-frequency, multiple meaning words (Tier 2) are taught alongside and help make sense of subject specific words (Tier 3). Each learning module in history has a vocabulary module with teacher guidance, tasks and resources.

**In summary, CUSP fulfils and goes well beyond the expectations of the National Curriculum. CUSP History is the right curriculum for Bempton Primary School as we believe there is no ceiling to what our pupils can learn, if the construction and practice is founded in evidence-led principles.**

### **Support, Inclusion and Progress for All**

- Units of work are carefully sequenced, so prior knowledge and concepts are returned to and built upon from previous year groups and units
- Remembering and building on skills, information and knowledge is celebrated and giving opportunities for this is a key part of Bempton's teaching and learning opportunities
- Scaffolding, diverse questioning and opportunities for shared thinking are key tools in supporting pupils to make progress at all levels
- Some children have specific support and guidance taken from their EHCP and SEND provision map



# Impact

At Bempton, our History curriculum is designed in such a way that children will gain knowledge and skills that build year on year. By taking part in carefully planned retrieval tasks, regular class discussions and decision-making processes, children will not only know historical facts and key information about Britain and the wider world, but they will be able to talk confidently about their own learning journey and have a growing understanding of how to improve their own knowledge and understanding of history. The children are the centre of their learning.

1. Meet the end of key stage expectations outlined in the National curriculum for History and even go beyond these, challenging and developing the children's understanding.
2. To develop a curiosity and understanding of local history.
3. To build on skills and knowledge and make chronological links.
4. To build respect, appreciation, and pride for their country and the wider world.
5. To understand the importance and relevance of primary and secondary sources.

## Assessment

- Retrieval task at the beginning of every lesson
- Assessment for learning is used within each lesson through skilful use of questioning and live feedback/ marking
- End of unit quizzes are used to quantitatively monitor progress and attainment

## Cultural Capital

Enrichment is an essential part of the Bempton History Curriculum which provides pupils with discrete time to focus and deepen their learning, they provide opportunities for new experiences as well as nurturing and developing a thirst for learning. We use a multi-faceted approach to enrichment within history:

- Each class will be given the opportunity for out of school visits and experiences that complement their current learning
- Artefacts are brought into school from local museums to enrich our curriculum
- External visitors coming in to school to deliver history sessions.
- History showcases including museums, presentations, drama productions etc.
- School timeline display that links directly to children's learning