



# HISTORY

## Long Term Planning

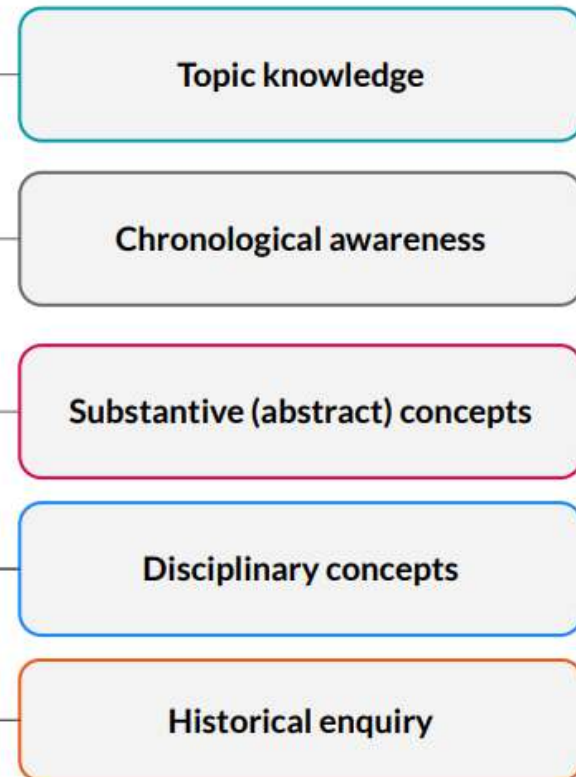


### How does St Andrew's scheme for History align with the National Curriculum?

Our scheme of work fulfils the statutory requirements of the **National curriculum (2014)**. The National curriculum for History aims to ensure that all pupils:

- ★ know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- ★ know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- ★ understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- ★ gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- ★ gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.
- ★ understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

From these aims, we have identified five strands which run throughout our scheme of work:



## Different types of knowledge in History learning

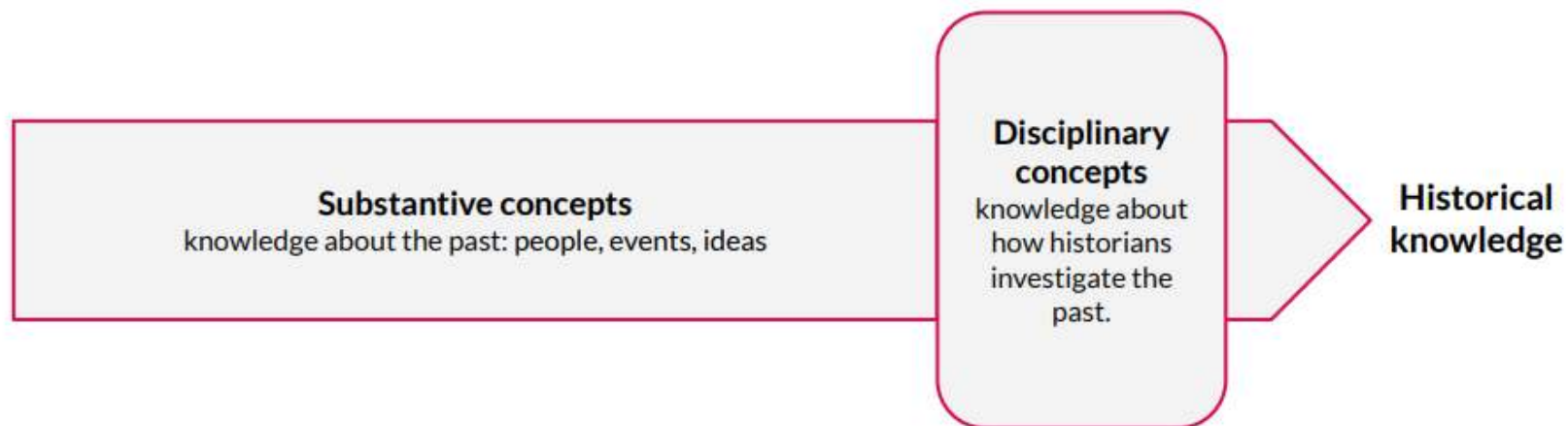
### Substantive knowledge

This refers to the content within history learning, the knowledge of the past: people, events, ideas and so on. This is regularly taught within primary school history with children learning about the key events and people of a variety of historical periods.

### Disciplinary knowledge

This refers to a knowledge of how historians investigate the past, and how they construct historical claims, arguments and accounts.

This diagram below shows the complex interplay between understanding substantive knowledge and disciplinary knowledge which is referred to in the Ofsted research review: 'knowledge of the past must be shaped by disciplinary approaches in order to become historical knowledge.' The St Andrew's Primary Scheme uses an enquiry-based model so that children learn key substantive knowledge using the disciplinary knowledge and methods that historians use to find out about the past.



## A spiral curriculum

St Andrew's History scheme of work has been designed as a spiral curriculum with the following key principles in mind:

- ◇ **Cyclical:** Pupils return to the same disciplinary and substantive concepts during their time in primary school.
- ◇ **Increasing depth:** Each time a concept is revisited, it is covered with greater complexity.
- ◇ **Prior knowledge:** Upon returning to each concept, prior knowledge is utilised so pupils can build on previous foundations, rather than starting again.



## What are the Substantive (Abstract) Concepts?

Substantive concepts are key concepts, such as 'empire', 'monarchy', or 'invasion and settlement', which children learn about during their study of primary History. Substantive concepts are fundamental elements of children's historical knowledge, however they are abstract and therefore children may find them challenging to understand. The 2021 Ofsted research review into history states that, to be able to use them confidently, children need to have a secure knowledge of substantive concepts in different contexts.

The St Andrew's Primary scheme recognises the importance of developing children's understanding of substantive concepts and consequently this is a strand which runs throughout our History curriculum.





## How does the scheme develop Disciplinary Concepts?

An understanding of the key disciplinary concepts which underpin the study of history supports the children in broadening their skills, knowledge and understanding.

### Change and continuity

Children identify and explain change and continuity across periods of history, focusing on chronology. They refer to the timeline throughout each unit, looking at sequencing, intervals between events and the duration of each key event

### Similarities and differences

Children identify similarities and differences across periods of time. They will explain similarities and differences between social, cultural, religious and ethnic diversity in Britain across time periods and suggest reasons for these.

### Cause and consequence

Looking into the reasons for, and results of, historical events and analysing these, children develop an understanding of cause and consequence. Children explain the reasons for and results of historical events, situations and changes.

### Historical significance

Considering what makes events and people significant in their historical context and the present day, children compare significant people and events across different time periods and explain the significance of these.

### Sources of evidence

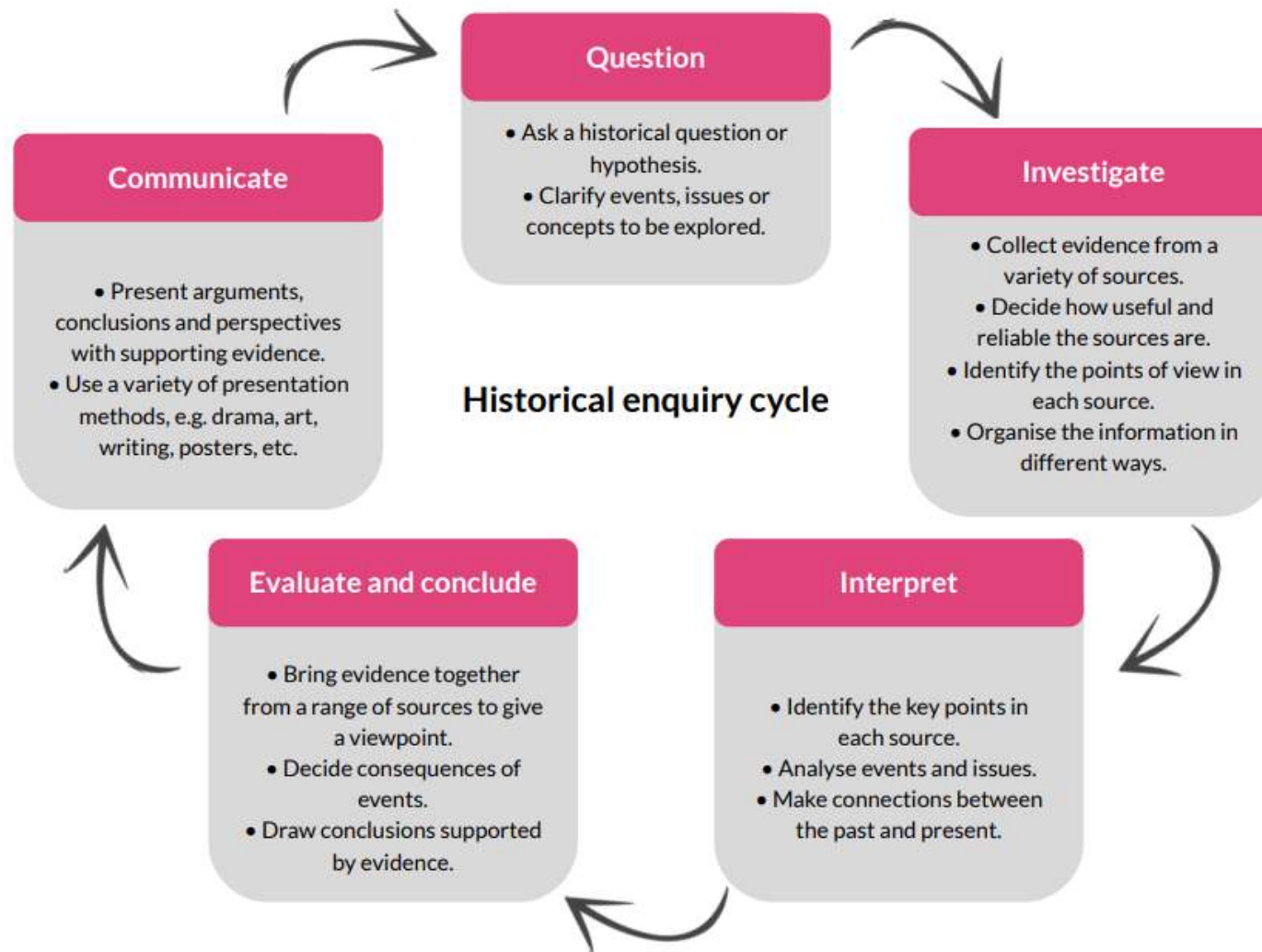
Children use a range of different sources to investigate the past identifying whether they are primary or secondary sources. They use sources of evidence to build up a picture of the past and can identify the reliability and limitations in the sources they use.

### Historical interpretations

Children will study how historians interpret the past and why events, people and changes were interpreted in different ways. They will learn to evaluate a range of historical interpretations, considering their reliability and quality.

## How does the scheme develop Historical Enquiry skills?

The St Andrew's Primary scheme allows children to experience the processes historians use to find out about the past.



## History in EYFS: Reception

Our History Early Years Foundation Stage (Reception) activities are designed to target Development Matters 'Understanding the world' statements and also fully integrated with the St Andrew's Primary Key Stage 1 and 2 curriculum for History, offering a unified approach to teaching History in EYFS.

Clear progression between EYFS and Key Stage 1 content can be seen by looking at our Progression of Knowledge and Skills document, where component knowledge and skills are outlined across our strands Substantive (Abstract) Concepts, Disciplinary Knowledge, Historical Enquiry) from EYFS (Reception) through to Year 6.

Our History EYFS (Reception) 'units' are not designed to be taught in a set order. Instead, they feature flexible, small-step activities, allowing teachers to personalise lessons to include local history or to fit in with their chosen themes or topics. The activities have been designed for continuous provision. An adult will need to explain the outcome of the station at the beginning of the week, but after this, independent learning should be encouraged. Each unit has explanatory videos to assist teachers in their planning and implementation. These videos provide insight into how the activities can support skills and knowledge development, which will lay the foundations for pupils' history learning in Key Stages 1 and 2.

The activities are designed to foster a curiosity about history, prompting children to start asking questions about the past while referring to their own experiences. Children begin to develop a basic understanding that when we refer to the 'past,' we are referring to events that have already happened and become familiar with some of the vocabulary we use to talk about the past (e.g. last year, last week, yesterday).





# LONG TERM PLAN

	Autumn	Spring	Summer
<b>EYFS (Reception )</b>	Our new EYFS activities are designed to be used throughout the year to support Reception teachers in targeting Development matters statements, while also laying the foundations for pupils' further history learning. See here for more information on <a href="#">History in EYFS: reception</a>		
<b>Year 1</b>	<a href="#">How am I making history?</a>	<a href="#">How have toys changed?</a>	<a href="#">How have explorers changed the world?</a>
<b>Year 2</b>	<a href="#">How was school different in the past?</a>	<a href="#">How did we learn to fly?</a>	<a href="#">What is a monarch?</a>
<b>Year 3 (LKS2)</b>	<a href="#">British history 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age?</a>	<a href="#">British history 2: Why did the Romans settle in Britain?</a>	<a href="#">What did the ancient Egyptians believe?</a>
<b>Year 4 (LKS2)</b>	<a href="#">How have children's lives changed?</a>	<a href="#">British history 3: How hard was it to invade and settle in Britain?</a>	<a href="#">British history 4: Were the Vikings raiders, traders or settlers?</a>
<b>Year 5 (UKS2)</b>	<a href="#">British history 5: What was life like in Tudor England?</a>	<a href="#">What did the Greeks ever do for us?</a>	<a href="#">How did the Maya civilisation compare to the Anglo-Saxons?</a>
<b>Year 6 (UKS2)</b>	<a href="#">What does the Census tell us about our local area?</a>	<a href="#">British history 6: What was the impact of World War II on the people of Britain?</a>	<b>Transition unit</b> <a href="#">Unheard histories: Who should go on the banknote?</a>