



History INTENT



At Beechcroft St Paul's, we believe a high-quality history education will help pupils gain a coherent knowledge, understanding and respect of Britain's past and that of the wider world; it should inspire children's curiosity to know more about the past and enable them to learn from history. Teaching should equip children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and wise judgement. History helps children 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 their time. History provides a window into the world outside children's lived experiences and is an essential component in the quest to enable children to flourish, offering hope as children see their place and impact in the world around them. We are unapologetically ambitious for our children and ensure that our curriculum drivers of **communication, aspiration, spirituality** and **environment** are developed as a coherent narrative throughout history teaching.

Children are developed as communicators through the rich vocabulary diet of our history curriculum and the language rich environment within history lessons, where there is a relentless focus on oracy.



History teaching aspires for children to reach their potential by offering the rich and purposeful learning that engages their curiosity and makes them think hard.



History teaching offers planned and unplanned opportunities for spirituality, where children have the chance to develop their wider self through asking big questions and reflecting on their learning.



History teaching enables children to advocate for their local community, our geographical locality and the wider world. Children develop their sense of the world and use this increasing knowledge to make change in the world.



Early Years

In Early Years, children are encouraged and guided to develop their understanding of past and present. Our curriculum is delivered through play, adults modelling, observing one other, and through guided learning and direct teaching. Children are encouraged to be historians who are able to:

- Begin to make sense of their own life-story and family's history
- Talk about members of their immediate family and community.
- Name and describing people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.

We follow the new framework to ensure that children develop a good understanding of the past and present, by:

- Spending time with children talking about photos, memories and encouraging children to retell what their parents told them about their life story and family.
- Presenting children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences.
- Offering hands-on experiences that deepen children's understanding.
- Showing images of familiar situations in the past, such as homes, schools, and transport.
- Looking for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past.
- Offering opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.
- Frequently sharing texts, images, and telling oral stories that help children begin to develop an understanding of the past and present.
- Introducing characters, including those from the past using songs, poems, puppets, role play and other storytelling methods.

CUSP National Curriculum **History** Long Term Sequence



History IMPLEMENTATION



	EYFS Understanding the world	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps	Changes within living memory ↑	Events beyond living memory	↑ ↑	↑ ↑ ↑	↑ ↑	↑ ↑ ↑
			Revisit events beyond living memory ↑				
Significance	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps	Lives of significant people	Significant historical events, people and places in our locality.				
		More lives of significant people					
British history	Past and Present Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class			Stone Age Bronze Age Iron Age	Anglo-Saxons	Compare non-European society with Anglo-Saxons (Mays, early Islamic* or Benin*)	Windrush Generation
				Rome and its impact on Britain	Vikings		Beyond 1066 (Monarchs or Battle of Britain*)
							Local history study
Ancient history	Understand the past through settings, characters and events encountered in books read in class and storytelling				Achievements of an Ancient civilisation (Egypt, or Shang Dynasty, Sumer* or Indus Valley*)	Ancient Greeks	



History

IMPLEMENTATION



BIG IDEAS - SUGGESTED SUBSTANTIVE CONCEPTS								
Community	Knowledge	Invasion	Civilisation	Power	Democracy			
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
<p>Understanding the world</p> <p>Past and Present Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p>People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps</p>	<p>Changes within living memory</p> <p> </p> <p>COMMUNITY</p> <p>Nationality, Rights, Society</p>	<p>Events beyond living memory</p> <p> </p> <p>COMMUNITY DEMOCRACY</p> <p>City, Monarchy, King, Merchant, Parliament, Society, Religion</p>	<p>Stone Age Bronze Age Iron Age</p> <p> </p> <p>KNOWLEDGE COMMUNITY</p> <p>Settlement, Belief, Conflict, Trade, Trade routes</p>	<p>Anglo-Saxons</p> <p> </p> <p>INVASION POWER</p> <p>Kingdom, Monarchy Trade, Migration, Religion, Settlement, Conflict, King</p>	<p>Compare non-European society with Anglo-Saxons (Maya)</p> <p> </p> <p>CIVILISATION KNOWLEDGE POWER</p> <p>City-State, Conflict, Enemy, Famine, King, Nobility, Queen, Belief, Ruler, Rules and law, Settlement, Trade, War Early Islamic or Benin to be written Spring 2022</p>	<p>Windrush Generation</p> <p> </p> <p>COMMUNITY DEMOCRACY</p> <p>Alliance, Ancestor, Army, Colony, Conflict, Freedom, Migration, Immigration, Monarchy, Peace, Rights, Rules, Society, Trade, Voyage, Religion, Nationality</p>		
	<p>Lives of significant people</p> <p> </p> <p>KNOWLEDGE COMMUNITY</p> <p>Past, Rights, Discovery Discrimination, Queen, Monarchy, Explore Society, Pioneer</p>	<p>Revisit events beyond living memory</p> <p> </p> <p>COMMUNITY DEMOCRACY</p> <p>City, Monarchy, King, Merchant, Parliament, Society, Religion</p>	<p>Rome and its impact on Britain</p> <p> </p> <p>INVASION CIVILISATION</p> <p>Army, Conflict Empire, Settlement, Rules / Law, Rights, Tax, Trade, Nation, Emperor, Frontier, Religion</p>	<p>Viking and Anglo-Saxon struggles</p> <p> </p> <p>INVASION POWER</p> <p>Kingdom, Trade, Migration Belief, Settlement, Heir, Monarchy, Conflict, King, Religion</p>	<p>Ancient Greeks</p> <p> </p> <p>POWER DEMOCRACY KNOWLEDGE</p> <p>Army, City-State, Conflict, Democracy, Empire, Enemy, Military, Belief, Navy, Rights, Ruler, Settlement, Slave, Society, Trade, Voyage and War</p>	<p>Beyond 1066</p> <table border="1"> <tr> <td> <p>Monarchs</p> <p> </p> <p>POWER DEMOCRACY</p> <p>Conflict, Conquest, Empire, Monarchy, Queen, King Ancestor, Aristocracy, Church, Religion, Peace, Nation, Parliament Society, Rules / law</p> </td> <td> <p>Battle of Britain</p> <p> </p> <p>INVASION COMMUNITY</p> <p>Monarchy, King, Conflict, Democracy, Dictator, Freedom, Laws, Military, Parliament, Prime Minister, Rights, War</p> </td> </tr> </table>	<p>Monarchs</p> <p> </p> <p>POWER DEMOCRACY</p> <p>Conflict, Conquest, Empire, Monarchy, Queen, King Ancestor, Aristocracy, Church, Religion, Peace, Nation, Parliament Society, Rules / law</p>	<p>Battle of Britain</p> <p> </p> <p>INVASION COMMUNITY</p> <p>Monarchy, King, Conflict, Democracy, Dictator, Freedom, Laws, Military, Parliament, Prime Minister, Rights, War</p>
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<p>More lives of significant people</p> <p> </p> <p>KNOWLEDGE COMMUNITY</p> <p>Explore, Rights, Freedom, Society, Frontier, Pioneer</p>	<p>Significant historical events, people and places in our locality</p> <p> </p> <p>COMMUNITY</p> <p>Monarchy, King, Queen, Religion, Society, Trade, Church, Settlement,</p>	<p>Achievements of an ancient civilisation Egypt</p> <p> </p> <p>CIVILISATION POWER</p> <p>Empire, Kingdom, Settlement, Society, King, Nobility, Power, Queen, Beliefs, Trade, War, Hierarchy, Slave Shang Dynasty, Sumer and Indus Valley to be written Spring 2022</p>	<p>Local history study</p> <p> </p> <p>COMMUNITY</p> <p>Guidance to be written Spring 2022</p>					



History

IMPLEMENTATION

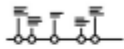


Curriculum design

At Beechcroft St Paul's, history is taught across each year group in modules that enable pupils to study in depth key historical understanding, skills and vocabulary. Each module aims to activate and build upon prior learning, including EYFS, to ensure better cognition and retention. CUSP, which is used as a vehicle for our planning and teaching, provides a coherent sequence of learning supported by cumulative quiz questions to direct retrieval practice, over time. Each lesson has a question to provide engagement and connection with prior knowledge, with subject coverage planned sequentially and with a clear rationale for making connections with prior learning. As part of the curriculum sequences, attention is paid to evidence informed principles such as interleaving and spaced retrieval practice (Ebbinghaus, Sweller, Rosenshine, Bjork, Fiorella and Mayer), which form a key part of the curriculum. Learning over time is carefully sequenced to enable children to purposefully layer learning from previous sessions as well as previous studies to facilitate the acquisition and retention of key historical knowledge and events. Comparisons are made between different time periods and cultures and relevant links are made to other subjects.

Subject concepts (skills)

The study of time – chronology



- place the period accurately on a timeline
- describe what the time period was like
- relate to previous or other known periods of time
- know about the difference between BC (BCE) and AD (CE)

Evidence and enquiry

- know that evidence tells the story of an artefact or place
- use evidence to explain the past and place within the studied culture
- think critically with evidence
- look at cause and effect
- ask questions and use what you know to answer them



Connections



- know what was happening in Britain, Europe or world locations at the same time
- Compare and contrast the technological and cultural advances of people or a civilisation

Vocabulary

- use circa and c. as a historical term
- use tier 2 vocabulary to enrich historical language
- use tier 3 vocabulary to deepen explanation and understanding
- focus on contextual etymology, prefixes and idioms



Subject Skills/Disciplinary Skills

As well as ensuring children are taught key substantive knowledge, each module is designed to offer pupils the opportunity to develop their skills as an historian by understanding chronology, undertaking enquiry, using historical evidence and making connections in their learning. Children are taught to think critically, using a range of sources to draw conclusions and are encouraged to make connections across the curriculum, for instance, understanding how technology has been influenced and developed due to historical events or discoveries.

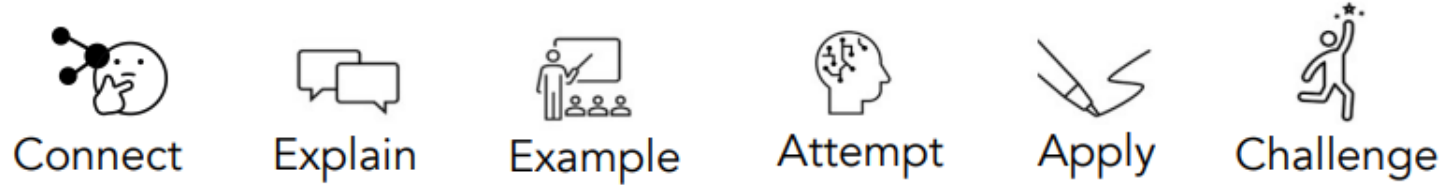


History

IMPLEMENTATION

Planning

Within the clear teaching sequence, individual lessons are designed around an enquiry question, which children are expected to be able to answer at the end of the lesson. Each lesson builds in small steps upon the previous, with prior learning referenced within the teaching sequence through a variety of means such as low stakes cumulative quizzing and 'take two things' retrieval practice. This ensures that children are able to secure their learning in small steps, with teaching informed by continuous assessment of and for learning and misconceptions addressed at point in time. At the end of learning sequences, children are quizzed on a chosen selection of questions to support teacher understanding of their knowledge retention and to inform future planning. Teachers plan lessons using a mastery teaching approach, following the sequence of learning indicated below:



Where links are relevant, high quality resources, trips and visitors are used to enhance history teaching and bring the subject alive for children and deepen their subject knowledge and further develop cultural capital, for example with trips to Maiden Castle in Dorchester or to Charmouth as part of the year 1 Mary Anning study.

Vocabulary

Vocabulary is an essential building block to enable children to access the curriculum; within history teaching sequences we use explicitly planned vocabulary modules to teach tier 2 and 3 vocabulary to all children. Teachers ensure that all children understand the key vocabulary needed to access the learning, with careful scaffolding for children with SEND. To support their vocabulary acquisition, the etymology and morphology of key vocabulary is also taught explicitly in our spelling lessons throughout KS2.

Subject Leadership

The history subject leader ensures that teachers are fully equipped to teach history to a high quality through supporting with planning, resourcing and developing staff subject knowledge. The subject lead maintains a high level of personal continuous professional development by keeping up to date with the latest curriculum and subject research and sharing relevant messages with staff. Each year, an action plan is created to identify the issues, actions and impact within the subject and to provide a focus for ongoing monitoring and evaluation, with is supported through regular use of Pupil Book Study to provide a window into the lived experiences of children in relation to the history curriculum.

Continuing Professional Development

Staff receive high quality CPD through the provision excellent curriculum resources, access to subject specific training such as webinars relating to units of work they are teaching and clear guidance from the history lead regarding planning and teaching. As part of the action plan, staff CPD needs are identified and support is planned at relevant points during the year.





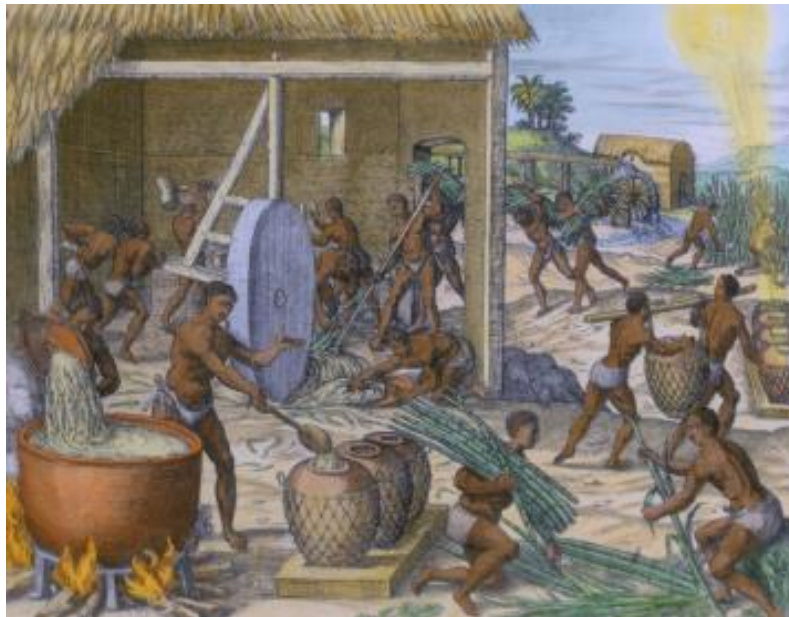
Children are able to communicate their developing historical understanding with increasing depth, referring back to their learning with confidence and increasingly making links between the periods and historical concepts studied. They are able to use historical vocabulary accurately with confidence and clarity, both orally and in writing and show a real enthusiasm and curiosity for their learning. History inspires children to question the world around them and to become more rounded citizens who respect the diverse world around them.

Children's books show learning sequences that develop their historical and conceptual understanding through a variety of rich tasks that make them think hard. Recorded work evidences snapshots of the learning sequence, with rich vocabulary instruction, guided and independent work. Independent work shows the children's understanding of the lesson question and gives a snapshot of their learning throughout the overall lesson. Learning sequences show that over time, children know more and can apply this knowledge across their wider learning in history.

By the end of year 6, children at Beechcroft St Paul's are able to securely meet the aims of the National Curriculum, with children with SEND achieving the best possible outcomes. All children have been part of the rich diet of history teaching and are ready to continue their learning as they progress to secondary school.

History

IMPACT



HISTORY

INTRODUCE

Windrush Generation

Year ____ Term ____

WHERE?

The **Caribbean islands** form a massive archipelago in the Caribbean sea.

Geography: a sea with many islands.

Continent: North America

Latitude: near the **Tropic of Cancer**

Independent countries: such as, Antigua & Barbuda, The Bahamas, Haiti and Jamaica.

Overseas territories: such as, Anguilla, Cayman Islands, and Guadeloupe

Caribbean people: mostly African descendants

WHAT?

World War 2 1939 - 1945

The Allies (United Kingdom, United States, USSR and many more)

The Axis (Germany, Italy, Japan and a few more)

Volunteers needed

It was a hard-fought war. Britain asked for help to fight against the Nazis.

Men and women from the Caribbean volunteered to fight with Britain and its allies against Hitler.

Over 10,000 Caribbean men and women volunteered.

Royal Air Force
Royal Navy
Merchant Navy

AS A RESULT

After World War 2 had been won

Volunteers from the Caribbean brought over 15,000 people from Caribbean

Grouped disembark - went home

Britain had a shortage of people to work

BUT

Britain was **convinced** for workers in construction, manufacturing goods, public transport and hospitals

men and women from the Caribbean were ambitious, hard-working and highly skilled

Britain offered work and **citizenship** if they migrated

They arrived in 1948 - they were diverse and proud, they arrived at **King's Dock** in **London**

Caribbean-British settlers had begun to live and work in Britain

Passengers from **MV Empire Windrush** spent their first night in the **Caribbean Club, Duple Street**

men and women from the Caribbean were ambitious, hard-working and highly skilled

Britain offered work and **citizenship** if they migrated

Caribbean migrants met with hostility and **racism**

In 1948 **Paul Robeson** a young black man, was murdered in London. The case was never solved.

Robeson took place demanding change

1958 - an organized Caribbean community set up **Notting Hill Carnival** to celebrate a 'black British culture'

THE LEGACY

second and third generation of Black Britons

suffered because of **racism** and **misunderstanding**

many took jobs and settled near **Wandsworth and Greenwich** in London

enabled British **citizenship** to become more tolerant

some had rights removed or were deported

more tolerant multicultural accepting

CUSP

