



# How we teach History



This document outlines: the intent and rationale behind our History curriculum, how it is delivered it and how we measure pupil progress.

At Godmanchester Bridge Academy, the history is aligned with our school values:

Inspire	Enjoy	Achieve
Children will explore how life would have been and will have opportunities to compare to now and develop their curiosity to know more about the past.	Children will have the opportunity to access a fully immersive history experience and will enjoy contextualising their learning within the community.	Children will appreciate their own identity and the challenges in their time and it will help them understand the process of change over time and significant developments.

At Godmanchester Bridge Academy, we follow Kapow for our History curriculum. Our history curriculum aims to inspire pupils to be curious and creative thinkers who develop a complex knowledge of local and national history and the history of the wider world. We want pupils to develop the confidence to think critically, ask questions, and be able to explain and analyse historical evidence. Through our curriculum, we aim to build an awareness of significant events and individuals in global, British and local history and recognise how things have changed over time.

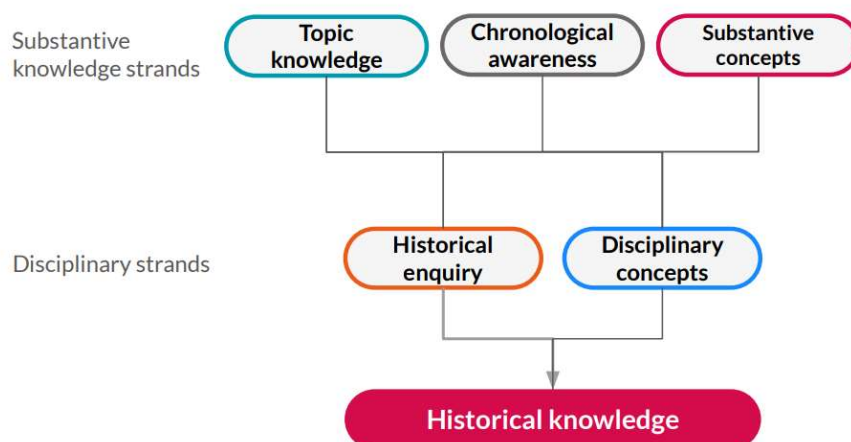
History will support children to appreciate the complexity of people's lives, the diversity of societies and the relationships between different groups. Studying History allows children to appreciate the many reasons why people may behave in the way they do, supporting children to develop empathy for others while providing an opportunity to learn from mankind's past mistakes.

At Godmanchester Bridge Academy, we aim to support pupils in building their understanding of chronology in each year group, making connections over periods of time and developing a chronologically-secure knowledge of History. We hope to develop pupils' understanding of how historians study the past and construct accounts and the skills to carry out their own historical enquiries. In order to prepare pupils for their future learning in History, our scheme aims to introduce them to key substantive concepts including power, invasion, settlement and migration, empire, civilisation, religion, trade, achievements of humankind, society and culture.



# Implementation

In order to meet the aims of the National Curriculum for History and in response to the Ofsted Research review into History, we have identified the following key strands :



At

Godmanchester Bridge Academy, our curriculum emphasises the importance of historical knowledge being shaped by disciplinary approaches, as shown in the diagram above. These strands are interwoven through all our History units to create engaging and enriching learning experiences which allow the children to investigate history as historians do.

Each six-lesson unit has a focus on chronology to allow children to explore the place in time of the period they are studying and make comparisons in other parts of the world. Children will develop their awareness of the past in Key stage 1 and will know where people and events fit chronologically. This will support children in building a 'mental timeline' they can refer to throughout their learning in Key stage 2 and identifying connections, contrasts and trends over time.

In Key stage 1 and 2, units are organised around an enquiry-based question and children are encouraged to follow the enquiry cycle answering historical questions. Over the course of the scheme, children develop their understanding of the following key disciplinary concepts:

- Change and continuity.
- Cause and consequence.
- Similarities and differences.
- Historical significance.
- Historical interpretations.
- Sources of evidence.

These concepts will be encountered in different contexts during the study of local, British and world history. Accordingly, children will have varied opportunities to learn how historians use these skills to analyse the past and make judgements. They will confidently develop and use their own historical skill set. As children progress through the curriculum, they will create their own historical enquiries to study using sources and the skills they have developed. Substantive concepts such as power, trade, invasion and settlement, are introduced in Key stage 1, clearly identified in Lower key stage 2 and revisited in Upper key stage 2 allowing knowledge of these key concepts to grow. These concepts are returned to in different contexts, meaning that pupils begin to develop an understanding of these abstract themes which are crucial to their future learning in History.

Our History scheme follows the spiral curriculum model where previous skills and knowledge are returned to and built upon. For example, children progress by developing their knowledge and

understanding of substantive and disciplinary concepts by experiencing them in a range of historical contexts and periods.

Lessons are designed to be varied, engaging and hands-on, allowing children to experience the different aspects of an historical enquiry. In each lesson, children will participate in activities involving disciplinary and substantive concepts, developing their knowledge and understanding of Britain's role in the past and that of the wider world. Children will develop their knowledge of concepts and chronology as well as their in-depth knowledge of the context being studied.

Guidance for how to adapt the teaching is available for every lesson to ensure that lessons can be accessed by all pupils and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts, concepts and vocabulary. Strong subject knowledge is vital for staff to be able to deliver a highly effective and robust history curriculum. Each unit of lessons focuses on the key subject knowledge needed to deliver the curriculum, making links with prior learning and identifying possible misconceptions.

### Curriculum Accessibility – Design Technology

#### **All Pupils:**

- access a differentiated curriculum designed by the subject leader that is appropriate for all but is also meaningful, challenging & ambitious.
- are provided a range of activities to engage them and allow them to effectively communicate their understanding.
- are closely monitored and supported pastorally to ensure their emotional wellbeing is prioritised.
- named on each lesson seating plan so that pupils are known to staff and we foster a feeling of each pupil having their own place in the community.
- record work in a variety of ways, allowing access to the curriculum through multi-sensory learning.
- are supported with their behaviour choices in a positive environment, school use restorative consequences so that pupils can reflect and be supported to meet the community's behaviour expectations.
- receive feedback in lessons that results in further progress across the curriculum.

#### **Some Pupils Need:**

- Differentiated tasks for some children.
- Seating plans are structured to allow for appropriate support.
- Students have access to specialist vocab sheets.
- Key questioning is used to support students in answering questions both orally and in written work.
- Students are provided with specific feedback.
- An effective blend of co-operative, independent and teacher-led activities to appropriately challenge and support all students.
- Key words and vocabulary identified and discussed.
- Sentence starter/writing frames are used to support extended writing.

#### **Specific Pupils Need:**

- personalised long-term learning outcomes with carefully planned incremental targets to achieving their outcomes.
- access to a quiet space to ensure they can be supported to meet their potential.
- additional support in lessons, when possible, from an adult who is attuned to their individual pastoral and learning needs.
- bespoke timetables taking in to account their needs to ensure that they are taught in an environment that best supports their needs.
- curriculum adaptations to allow for engagement through pupil interests (carefully considered text choices).
- support in school to complete homework.



The impact Godmanchester Bridge Academy's curriculum can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. Furthermore, each unit has a skill catcher and knowledge assessment quiz which can be used at the end of the unit to provide a summative assessment. After the implementation of the History curriculum, pupils should leave school equipped with a range of skills to enable them to succeed in their secondary education.

They will be enquiring learners who ask questions and can make suggestions about where to find the evidence to answer the question. They will be critical and analytical thinkers who are able to make informed and balanced judgements based on their knowledge of the past.

The expected impact of following Godmanchester Bridge Academy's history curriculum is that children will:

- Know and understand the history of Britain, how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Develop an understanding of the history of the wider world, including ancient civilisations, empires, non-European societies and the achievements of mankind.
- Develop a historically-grounded understanding of substantive concepts - power, invasion, settlement and migration, civilisation, religion, trade, achievements of mankind and society.
- Form historical arguments based on cause and effect, consequence, continuity and change, similarity and differences.
- Have an appreciation for significant individuals, inventions and events that impact our world both in history and from the present day.
- Understand how historians learn about the past and construct accounts.
- Ask historically-valid questions through an enquiry-based approach to learning to create structured accounts.
- Explain how and why interpretations of the past have been constructed using evidence.
- Make connections between historical concepts and timescales.



# Subject Map

Year	Unit 1	Unit 2	Unit 3
R	<p>It's good to be me – About themselves and their past.</p> <p>Let's celebrate – Celebrations from the child's past.</p> <p>Guy Fawkes – Bonfire celebrations.</p>	<p>Understanding the world – Dinosaurs and fossils.</p> <p>Looking at the history of the local area</p>	<p>Terrific tales – Local houses (Tudor houses)</p> <p>Off we go – Beaches (Compare Victorian to their own past holiday)</p>
Year 1	<p>How am I making history?</p> <p>Links to EYFS – Its good to be me</p>	<p>Great Fire of London – Comparison Tudor Houses</p> <p>Links to London and Godmanchester</p>	<p>Explorers</p> <p>Links to Y2 and Y3</p>
Year 2	<p>How did we learn to fly?</p> <p>Links to Y1 and Y3</p>	<p>What is a monarch?</p> <p>Links to significant people.</p>	<p>How was school different in the past?</p> <p>Comparative</p>
Year 3	<p>Stone, Bronze and Iron Age</p> <p>BC – Start of chronology for KS2</p>	<p>Romans</p> <p>Follows on from Stone and – Iron Age</p> <p>Links to Godmanchester</p>	<p>Ancient Egyptians</p> <p>Links to Ancient Greeks and Mayans</p>
Year 4	<p>Anglo Saxons</p> <p>Follows on from the Romans</p>	<p>Vikings</p> <p>Follows on from the Romans</p>	<p>Victorians</p>
Year 5	<p>Tudors and Stuarts</p> <p>Follows on from Saxons and Vikings</p> <p>Links to Godmanchester</p>	<p>Ancient Greeks</p> <p>Follows on from Saxons and links to Egyptians (World History) and Mayans.</p>	<p>WWI</p> <p>Progression to WWII</p>
Year 6	<p>WWII</p> <p>Links on from WWI</p>	<p>Ancient Mayans</p> <p>Links to Ancient Greeks and Ancient Egyptians (World History)</p>	<p>The local area.</p>