



# 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.

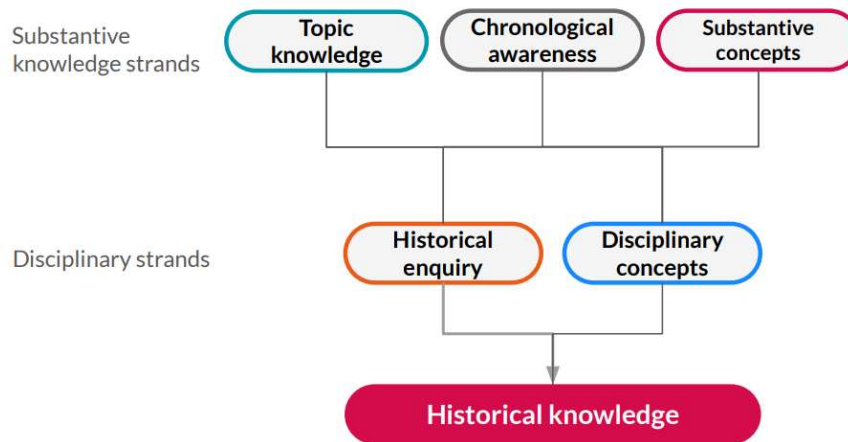
History will support children to appreciate the complexity of people's lives, the diversity of societies and the relationships between different groups. Studying History allows children to appreciate the many reasons why people may behave in the way they do, supporting children to develop empathy for 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 – History

#### **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 provided with subject knowledge organisers.
- are supported with their behaviour choices in a therapeutic environment, school use restorative practise so that pupils can reflect and be supported to meet the schools valued behaviour expectations.
- Experience effective questioning to deepen knowledge and understanding and provide challenge
- receive feedback in lessons that results in further progress across the curriculum.

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

- use of concrete and pictorial representations during teaching and when working independently to aid their understanding.
- clear vocabulary explanations and/or introductory vocabulary work to prepare for a task.
- targeted questioning to support pupils in answering questions both orally and in written work.
- one-to-one interaction and targeted intervention by the teacher or support staff.
- a specific seat in lessons to meet a sensory or a learning need.
- specific feedback.
- an effective blend of co-operative, independent and teacher-led activities to appropriately challenge and support.
- key words and vocabulary identified and discussed.
- sentence starter/writing frames a scaffolded lesson structure, e.g. additional modelling, more paired/ discussion work or increased mini-plenaries.
- extra support in a lesson from an additional adult so that the pupils needs, academic or pastoral, are effectively met.
- post teaching to address any misconceptions.

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

- access to a quiet space to ensure they can be supported to meet their potential.
- additional support in lessons 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 pastoral and learning needs.
- curriculum adaptations to allow for engagement through pupil interests (project focus or word problem context).
- additional support in practical lessons.
- a personalised learning pathway.



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
<b>R</b>	<b>All about me</b>	<b>Fairytales</b>	<b>Holidays (now and then)</b>
<b>Substantive knowledge and disciplinary knowledge</b>	To know some language for talking about the passing of time and events that have already happened, even if used inaccurately. (before, yesterday, last week, last year). Beginning to use common words and phrases for the passage of time, even if using inaccurately (e.g. yesterday, today, tomorrow, last week, "when I was in nursery...") Recounting activities that happened in their past using photos as a prompt.	Beginning to sequence events when describing them (e.g. daily routines, events in a story) Recognising that some stories are set a long time ago. To learn about castles and their purpose within history.	To know that someone's age is the time since they were born. To know that they started life as a baby but have since grown and changed.
<b>Enrichment</b>	<i>Walk around Godmanchester comparing houses, locating shops and post boxes, learning about area familiar to us.</i>	<i>Invite an author in to read a fairytale</i>	
<b>1</b>	<b>How am I making history?</b>	<b>How have toys changed?</b>	<b>How have explorers changed the world?</b>
<b>Substantive knowledge and disciplinary knowledge</b>	Looking at personal chronology and finding out about the past within living memory. By examining photographs and asking questions, children investigate chronology. Beginning to look at a simple timeline extending back to before they were born.	Can describe in simple terms the causes and/or consequences of an important historical event, offering more than one example of its results. Can gather information from simple sources. Can explain events and actions rather than just retell the story.	Finding out about events and people beyond living memory, children particularly think about explorers and what makes them significant. They create a timeline and investigate which parts of the world they explored, before comparing explorers and discussing ways in which these significant people could be remembered.
<b>Enrichment</b>		<i>Explore Godmanchester and show Tudor houses.</i>	
<b>2</b>	<b>How was school different in the past?</b>	<b>How do we learn to fly?</b>	<b>What is a Monarch?</b>
<b>Substantive knowledge and disciplinary knowledge</b>	Understanding that although schools have been in the local area for a long time, they have not always been the same; identifying historical similarities and differences; using a range of sources to	Developing their knowledge of events beyond living memory and reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline. Learning about the	Finding out the role of a monarch, children compare the monarchy today with the monarchy in the past. Pupils investigate how William the Conqueror became King and learn how he used castles to

	recognise continuity between children's lives past and present.	individuals who contributed to the history of flight.	rule. They study different types of castles and consider how these evolved over time.
<i>Enrichment</i>	Trip to Duxford/Shuttleworth	Trip to Mountfitchet castle	
<b>3</b>	<b>Would you prefer to live in the Stone Age, Bronze Age or Iron Age</b>	<b>Why did the Romans settle in Britain?</b>	<b>What did the ancient Egyptians believe?</b>
<b>Substantive knowledge and disciplinary knowledge</b>	Looking at the chronology of mankind, children are introduced to Britain's story. They use archaeological evidence to find out about the Stone Age, Bronze and Iron Age.	Investigating why the Romans invaded Britain and the reaction of the Celts and learning how the Romans changed life in Britain.	Finding out about Egyptian beliefs, children make inferences about beliefs about the afterlife using primary sources. They investigate pyramids, gods and goddesses, and mummified people to identify Egyptian beliefs before creating a video clip to summarise their findings
<i>Enrichment</i>	<i>School trip to Flag Fen</i>	<i>Visit Roman Road in Godmanchester and visit original Roman road.</i>	<i>History off the page</i>
<b>4</b>	<b>How hard was it to invade and settle in Britain?</b>	<b>How did the achievements of the Ancient Maya impact their society and beyond?</b>	<b>How have children's lives changed? (Victorians)</b>
<b>Substantive knowledge and disciplinary knowledge</b>	Developing an understanding of why people invaded and settled, learning about Anglo-Saxon beliefs and the spread of Christianity and assessing the contribution of the Anglo-Saxons to modern Britain.	Exploring how the Ancient Maya settled in the rainforest and the challenges they faced. Whilst understanding what was happening in Britain at the same time. Developing an understanding of Ancient Maya beliefs.	Exploring why children needed to work and what working conditions for Victorian children were like. Developing an understanding of how Lord Shaftesbury changed the lives of children.
<b>5</b>	<b>What was life like in Tudor England?</b>	<b>What did the Greeks ever do for us?</b>	<b>How did the achievements of the Ancient Maya impact their society and beyond? (2024/2025 only)</b>
<b>Substantive knowledge and disciplinary knowledge</b>	Comparing Henry VIII and Elizabeth I, children learn about the changing nature of monarchy. They examine how monarchs tried to control their public images using portraits and royal progresses. Using Tudor inventories to investigate whether people were rich or poor, children learn what life was like for people in Tudor times.	Investigating the city-states of Athens and Sparta to identify similarities and differences between them, learning about democracy and assessing the legacy of the Ancient Greeks.	Exploring how the Ancient Maya settled in the rainforest and the challenges they faced. Whilst understanding what was happening in Britain at the same time. Developing an understanding of Ancient Maya beliefs.

<b>Enrichment</b>	<i>Visit Tudor house</i>		<i>Visit to War memorial and WWI walk.</i>
<b>6</b>	<b>What was the impact of World War 2 on the people of Britain?</b>	<b>How did the Maya civilisation compare to the Anglo-Saxons? (2024/2025 only)</b>	<b>What does the census tell us about our local area?</b>
<b>Substantive knowledge and disciplinary knowledge</b>	Investigating the causes of WW2; learning about the Battle of Britain; investigating the impact of the Blitz and evacuation on people's lives; and evaluating the effectiveness of primary sources.	Comparing the Maya and the Anglo-Saxons, children learn about the Maya civilisation. They investigate how the Maya settled in the rainforest, their religious beliefs, homes and what archaeological remains tell us about Maya cities. Using primary evidence, they examine theories into how the Maya cities declined.	Investigating local history during the Victorian period, children carry out an enquiry using census and factory records. They learn about the changes to a family over a period of time and suggest reasons for these changes, linking them to national events. Planning their own historical enquiry, they research a local family or street.
<b>Enrichment</b>	<i>WWII walk</i>		

*GBA personalised content*