

History Curriculum - 2 Year Cycle KS1



Impact

Because learning is a change to long term memory it is impossible to see impact in the short term. However, we do use probabilistic assessment based on deliberate practise. This means that we look at the practices taking place to determine whether they are appropriate, related to our end of key stage goals. We use comparative judgements against Milestone statements, in the tasks we set (POP tasks) and in tracking students' work over time. We use lesson observations to see if the pedagogical style matches our depth expectations.

Impact is also measured through key questioning skills built into lessons, child-led assessment against the objective (WAGBA), and summative assessments aimed at targeting next steps in learning.

Implementation

History is taught through the 'Threshold Concepts' of Understanding Chronology, World History, Investigate and Interpret the Past and Communicate Historically. Each threshold concept is split into knowledge categories that teachers will explore with the children. Deliberate practise of these, whereby knowledge will be revisited again and again, will enable a gradual deepening of their understanding. We believe that learning is most effective with this spaced repetition and the interleaving between topics and frequently revisiting them, aids long term retention.

Teachers will utilise artefacts, purposeful experiences through visits and visitors, and a range of teaching styles in order to develop their understanding of history so that it is in their long-term memory.

Intent

Learning is a change to long term memory. Our aims are to ensure that our students experience a wide breadth of study based on the national curriculum and have, by the end of each key stage, long-term memory of curriculum knowledge.

We aim to inspire in pupils a curiosity and fascination to know more about the past. Teaching will equip children to ask perceptive questions, think critically and explore evidence.

Through the continued development of oracy skills, we will expand pupil's historical vocabulary which will deepen as they progress through school.

Through our history curriculum, we intend to inspire pupils to develop a love of history and see how it has shaped the world they live in.

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Year Group	Cycle	Autumn	Spring	Summer
1/2	A	- History of Local Area	-The Great Fire of London -The Industrial Revolution	- Neil Armstrong/ Christopher Columbus/Grace Darling/Queen Elizabeth II
		Threshold Concepts <ul style="list-style-type: none"> Investigate & interpret the past Build an overview of world history To understand chronology Knowledge Categories <ul style="list-style-type: none"> Artefacts, main events, location, cultures and pastimes, settlements 	Threshold Concepts <ul style="list-style-type: none"> To understand chronology Build an overview of world history Communicate historically Investigate & interpret the past Knowledge Categories <ul style="list-style-type: none"> Artefacts, main events, society, location, settlements, food & farming 	Threshold Concepts <ul style="list-style-type: none"> Build an overview of world history Communicate historically To understand chronology Knowledge Categories <ul style="list-style-type: none"> Travel and exploration, main events, settlements, location, society, conflict, beliefs, culture & pastimes
	B	-The Gunpowder Plot (Holbeche House) -The First World War	The Plague The Steam Engine	Queen Victoria/Florence Nightingale/Edith Cavell/Rosa Parks
		Threshold Concepts <ul style="list-style-type: none"> Build an overview of world history Communicate historically Investigate & interpret the past Knowledge Categories <ul style="list-style-type: none"> Main events, settlements, beliefs, artefacts, location, conflict 	Threshold Concepts <ul style="list-style-type: none"> To understand chronology Investigate & interpret the past Knowledge Categories <ul style="list-style-type: none"> Main events, society, travel & exploration, artefacts 	Threshold Concepts <ul style="list-style-type: none"> Build an overview of world history Communicate historically To understand chronology Knowledge Categories <ul style="list-style-type: none"> Main events, society, artefacts, culture and pastimes, conflict, location

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Key Stage 1 Teaching Sequence for (Milestone 1) CYCLE A <i>Threshold Concepts</i>			
Weeks	Autumn Term	Spring Term	Summer Term
Topic Title:	Local History	-The Great Fire of London -The Industrial Revolution	Neil Armstrong/ Christopher Columbus/Grace Darling/Queen Elizabeth II
1	<i>Investigate and interpret</i> Artefacts, location Black Country- using artefacts, stories, pictures, online sources and databases.	<i>Chronology of main events</i> Main events Industrial Revolution Timeline.	<i>World history</i> Main events, travel & exploration, settlements, location Describe significant people and events. Columbus
2			
3	Black Country -as above	<i>World history</i> Society, main events, location, food & farming Industrial Revolution-link to local history-mining and canals Describe historical event –	<i>World History</i> Travel & exploration Armstrong-significant people Describe significant people and chronology of space exploration.
4			
5	<i>Overview of World History</i> Main events, culture & pastimes WAGBA understanding the effects of historical events Context Local history-glassmaking	<i>Communicate historically</i> Main events, settlements, society Great fire of London-describe. Time language.	<i>Overview of World History</i> Travel & Exploration, main events, Compare Explorers-significant people Explain why people acted as they did.
6			
7	<i>Overview of World History</i> Location, main events, settlements	<i>Chronology</i> Main events	<i>Overview of World History</i>

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	History of Kingswinford-landmarks Significant historical events	Great Fire of London Use dates.	Main events, society, location, travel & exploration Grace Darling-significant people Describe significant people and events.
8			
9	Investigate & interpret, Overview of World History Location, artefacts, settlements History of school-land use Investigate and interpret the past using artefacts, pictures, stories, online sources and databases.	Investigate and interpret Artefacts Great Fire of London – Samuel Pepys- Use sources (diary) and answer questions.	Communicate historically Conflict, society Queen Elizabeth I-monarchy Show an understanding of monarchy, parliament, war and peace.
10			
11	Overview of World History, chronology Settlements, location, History of school-chronology-changes in living memory (grandparents, parents, themselves etc).	Investigate and interpret Artefacts Great Fire of London – secondary sources and compare to Pepys -	Chronology & Communicate historically Main events, society, beliefs, culture and pastimes Queen Elizabeth II Living memory. Her life, Platinum jubilee and death.
12	POP TASK	POP TASK	POP TASK

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Key Stage 1 Teaching Sequence for (Milestone 1) CYCLE B

Threshold Concepts

Weeks	Autumn Term	Spring Term	Summer Term
Topic Title:	The Gunpowder Plot (Holbeche House) The First World War	The Plague (Black Death) The Steam Engine	Queen Victoria/Florence Nightingale/Edith Cavell/Rosa Parks
1	<i>Overview of world history</i> Main events, settlements, beliefs Gunpowder Plot Describe event.	<i>Chronology</i> Main events, society, travel and exploration, artefacts The Plague – main events, timeline and dates.	<i>World History & Communicate historically</i> Main events, society, artefacts, culture and pastimes Queen Victoria- Describe significant people Show an understanding of nation and nation's history
2			
3	<i>Investigate and interpret</i> Artefacts Gunpowder Plot Use artefacts and sources	<i>Investigate & interpret</i> Main events, society, travel and exploration, artefacts Plague – spread (link to Fire of London) Observe evidence and find answers about the past	<i>World History</i> Main events, society, artefacts, culture and pastimes Queen Victoria Describe significant people Show an understanding of nation and nation's history
4			
5	<i>To communicate historically</i> Settlements, beliefs Gunpowder Plot –settlements/beliefs understanding parliament	<i>Chronology</i> Main events, society, travel and exploration, artefacts The Plague compare and contrast with COVID living memory	<i>Communicate historically</i> Main events, location, society, conflict Florence Nightingale Show an understanding of the concept of war and peace
6			
7	<i>Investigate & Interpret</i>	<i>Investigate & interpret</i>	<i>Overview of world history</i>

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	Location Gunpowder Plot –Holbeche House –Local Use sources to ask questions	Artefacts The Plague Ask questions (What was it like then? How long ago? What happened? Use sources	Main events, location, society, conflict Edith Cavell- Describe significant people
8			
9	<i>Communicate historically</i> Main events, location, society, conflict First World War- describe main events and concept of Nation Understand concepts of war/peace	<i>Chronology</i> Main events, travel & exploration, society, artefacts Steam Engine- invention and significance- Use dates and label with time words	<i>Chronology</i> Main events, society, conflict Nightingale & Cavell -Compare and contrast use dates and describe their similarities and differences
10			
11	<i>Communicate historically</i> Main events, society First World War –women & impact of them working Understand concept of nation	<i>Investigate and interpret & chronology</i> Main events, travel & exploration, society, artefacts Steam Engine –industrial revolution	<i>World History</i> Main events, society, artefacts, location Rosa Parks –Black History- describe why she acted as she did.
12	POP TASK	POP TASK	POP TASK