Curriculum Presentation History

20th February 2023

"If you read history, you will find that the those who did most for the present world were just those who thought most of the next." C.S. Lewis

Our Vision (intent)

The Treleigh History curriculum serves to fire pupils' curiosity to ask questions and know more about our local, national, and British past and that of the wider world. Treleigh pupils will be encouraged to develop a chronological framework of British history and the wider world, which will enable them to make sense of the new knowledge they acquire. This will also allow them to understand the process of change, to see how we arrived 'here' and help them to make sense of the present. At Treleigh, we want pupils to realise that the past is gone, and history is constructed and contested. History's unique concepts, use of language and disciplinary approach, help pupils to construct arguments and support them to become analytical citizens, who can critically question human motivation and society with skill and confidence. Alongside the wider curriculum at Treleigh, in time we believe this approach will promote positive Growth Mindset qualities, which lay foundations for pupils' future by expanding their horizons and raising aspirations within our local community.

By the end of Year 6, our children leave Treleigh with:

1. A secure, chronological understanding of the narrative of the past (Thrive)
2. An appreciation for the significance of certain events and people. (Respect)
3. A robust, developing ability to critically analyse interpretations and apply their own, individual understanding of the past. (Empower)

Our Curriculum

All children at Treleigh are specifically taught lessons centred around learning intentions that aim to develop and refine the following historical concepts and disciplinary skills:

Chronology: (The 'What and When')

The chronological layout of the teaching of History at Treleigh builds the bigger 'story', or narrative, for children, which will help them to have points of reference, facts and the understanding of the generic "cause and effect" chain in wider history.

Source enquiry: disciplinary skills and substantive knowledge: (The 'How and Why')

Understanding the sources of evidence is at the heart of the learning process in History, and the knowledge children glean is applied through interrogating sources; the use of primary and secondary historical sources related to each year group's specific historical unit, will broaden children's historical vocabulary, comprehension and historical fluency.

In unison and addition to this, the conceptual teaching of History at Treleigh will enable an understanding of what history is, why it was recorded the way it was and how 'to do' history. This will build upon historical skills, trends, vocabulary and perspective.

Interpretations and Application through Enquiry: (The 'significance for NOW')

Speaking and listening, oral fluency, debating and discussion forms an important part of the teaching of History; children can form and develop opinions based upon evidence, which is a vital historical skill. History comes alive for children as the knowledge they have acquired is debated, challenged and questioned, directly and indirectly towards the overall topic question. By framing each Curriculum Enquiry Topic heading as a question, we are encouraging children to be curious and reflective learners. Due to the broad range of content, History appears as a sole driver subject. This knowledge is then applied to other areas to forge strong connections in learning.

What History looks like in EYFS

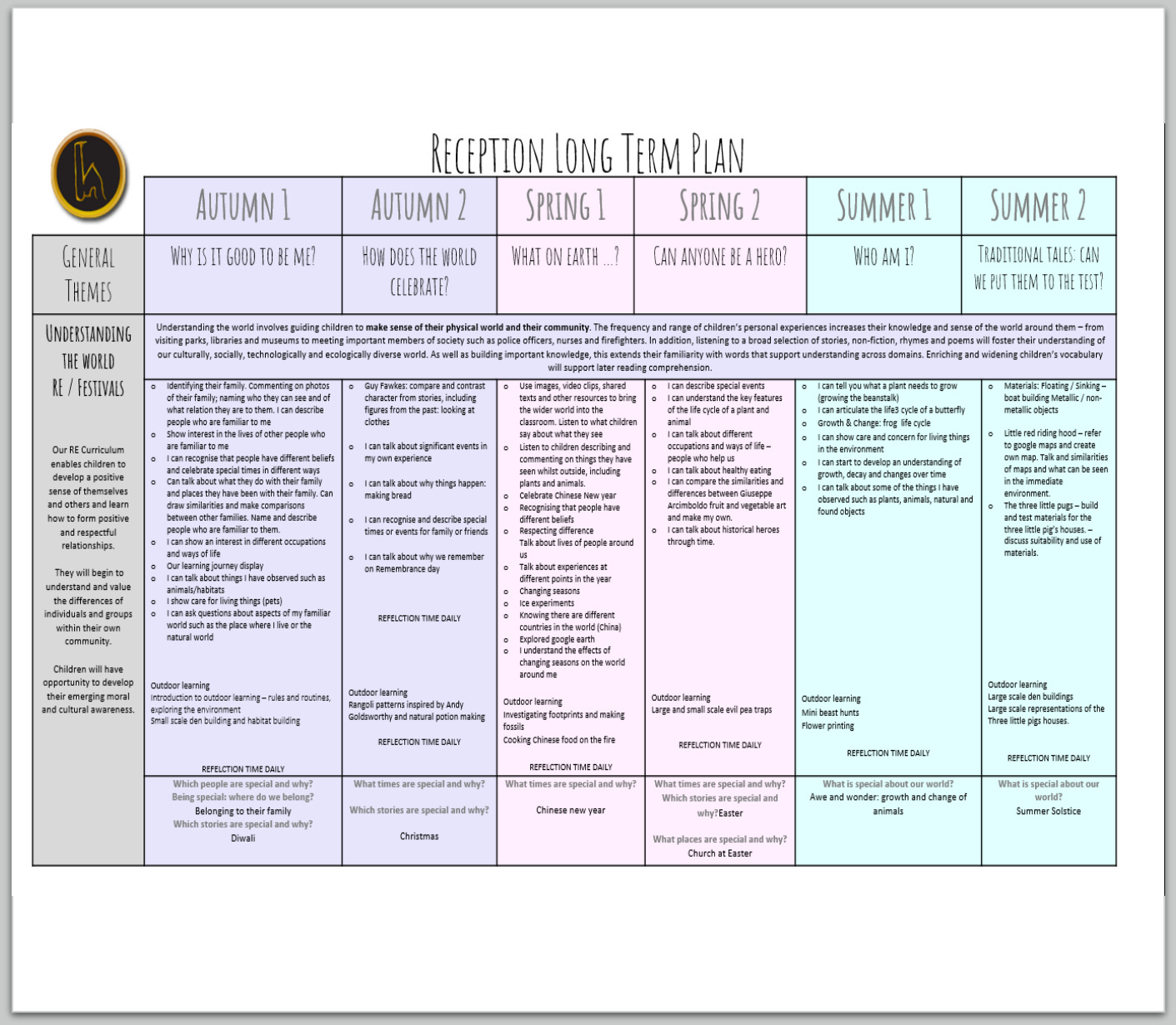
Within *Understanding the World*, children begin to make sense of their own life-story and family's history. The concepts of: Chronology, Local History, Belief, Power and Significance are introduced throughout the year, with gradual depth introduced as they build towards increasing the children's personal experiences and knowledge of the world around them. E.g., visiting a local museum (Kresen Kernow), heritage site or local historical site, to be introduced to relics and historical sources or meeting an important member of society.

Chronology: children start by looking at their own family and begin to relate this further to a sense of 'past' with parents and grandparents. As their understanding develops, children begin to be introduced to events beyond living memory, looking at the symbols from key festivals or events. E.g., symbol of the poppy for Remembrance Day and relating this to the lived experiences of grandparents or great-grandparents.

Local History: Local unit studies of Redruth are conducted throughout each phase year group. In Reception, children understand their community through their own family and other families, visiting local places and identifying changes between 'new and old' buildings, sites and facilities.

Power and Belief: Using well-known stories and nursey rhymes, abstract concepts of Power (Royalty, Monarchy) and Belief (Religion) are introduced. E.g., *Ring-a-ring-a roses* for introducing different centuries and *The Grand old duke of York* for introducing royalty and monarchy. They provide an essential grounding in an understanding of the concepts of 'then and now', and a 'long time ago. Equally, thinking skills are developed through the content of the rhyme. *E.g., why did Jack not just turn the tap on to get water?*

Significance: Similarities and differences are introduced as a way of applying comparison with the children's lived experiences compared with that of their family's.



Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Why is it good to be me?	How does the world celebrate?	What on earth ...?	Can anyone be a hero?	Who am I?	Traditional tales: can we put them to the test?
Understanding the world RE / Festivals	Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness.	○ Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. I can describe people who are familiar to me ○ Show interest in the lives of other people who are familiar to me ○ I can recognise that people have different beliefs and celebrate special times in different ways ○ Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. ○ I can show an interest in different occupations and ways of life ○ Our learning journey display ○ I can talk about things I have observed such as animals/habitats ○ I show care for living things (pets) ○ I can ask questions about aspects of my familiar world such as the place where I live or the natural world Outdoor learning Introduction to outdoor learning – rules and routines, exploring the environment Small scale den building and habitat building REFELCTION TIME DAILY	○ Guy Fawkes: compare and contrast character from stories, including figures from the past: looking at clothes ○ I can talk about significant events in my own experience ○ I can talk about why things happen: making bread ○ I can recognise and describe special times or events for family or friends ○ I can talk about why we remember on Remembrance day REFELCTION TIME DAILY Outdoor learning Rangoli patterns inspired by Andy Goldsworthy and natural potion making REFLECTION TIME DAILY	○ Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see ○ Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. ○ Celebrate Chinese New year ○ Recognising that people have different beliefs ○ Respecting difference Talk about lives of people around us ○ Talk about experiences at different points in the year ○ Changing seasons ○ Ice experiments ○ Knowing there are different countries in the world (China) ○ Explored google earth ○ I understand the effects of changing seasons on the world around me Outdoor learning Investigating footprints and making fossils Cooking Chinese food on the fire REFELCTION TIME DAILY	○ I can describe special events ○ I can understand the key features of the life cycle of a plant and animal ○ I can talk about different occupations and ways of life – people who help us ○ I can talk about healthy eating ○ I can compare the similarities and differences between Giuseppe Arcimboldo fruit and vegetable art and make my own. ○ I can talk about historical heroes through time. Outdoor learning Large and small scale evil pea traps REFELCTION TIME DAILY	○ I can tell you what a plant needs to grow (growing the beanstalk) ○ I can articulate the life3 cycle of a butterfly ○ Growth & Change: frog life cycle ○ I can show care and concern for living things in the environment ○ I can start to develop an understanding of growth, decay and changes over time ○ I can talk about some of the things I have observed such as plants, animals, natural and found objects Outdoor learning Mini beast hunts Flower printing REFELCTION TIME DAILY	○ Materials: Floating / Sinking – boat building Metallic / non-metallic objects ○ Little red riding hood – refer to google maps and create own map. Talk and similarities of maps and what can be seen in the immediate environment. ○ The three little pugs – build and test materials for the three little pig's houses. – discuss suitability and use of materials. Outdoor learning Large scale den buildings Large scale representations of the Three little pigs houses. REFELCTION TIME DAILY
	Which people are special and why? Being special: where do we belong? Belonging to their family Which stories are special and why? Diwali	What times are special and why? Which stories are special and why? Christmas	What times are special and why? Chinese new year	What times are special and why? Which stories are special and why?Easter What places are special and why? Church at Easter	What is special about our world? Awe and wonder: growth and change of animals	What is special about our world? Summer Solstice

Our Curriculum

Concept: Chronology (Thrive), Power (Respect) and Significance (Empower)

EYFS

In Understanding the World, Reception children start encountering significance when learning nursey rhymes, beginning to think critically about the difference between the characters lived experiences compared to theirs. E.g., why did Jack not just turn the tap on to get water? Do we use vinegar and brown paper to fix our heads? Equally, they are introduced to hierarchies, and people of who hold positions of power and influence. E.g., Grand of Duke of York; Guy Fawkes and Florence Nightingale.

KS1

In the Curriculum Enquiry Topic, 'Who was here before me?', children move on to building a chronological understanding about the lives of significant individuals in the past who have contributed to national and international achievements, focusing on monarchs and the changing roles they have played throughout history.

KS2

Chronological understanding is further extended to stretch to the earliest civilisations. The Curriculum Enquiry Topic, *'Who was here before me?',* challenges in more depth about the complexities of people groups and civilisations, underlying the misconception that just because something happened a long time ago, does not mean it was not sophisticated.

In Year 3 and 4, children explore the question: 'Is it true to say that Stone Age man was just a simple hunter gatherer only interested in food and shelter?' Through looking at artefacts and inferring what they tell them, they are able to deduce the complexities of early civilisations.

Building on their Local History experience, children's experiences are broadened through a local study of Iron Age and Bronze Age settlements in Cornwall.

In Upper Key Stage Two, Years 5 and 6 move to studying a more recent chronological events of WW1 and WW2, detailing their specific chronologies in detail, including a Local History focus on the impact of war on Cornwall and Redruth.

Planning *'Who was here before me?'*

LKS2 – Years 3 and 4: Prehistoric Britain: Stone Age, Bronze Age and Iron Age.

Lesson 1: Stone Age Chronology Explore the question, *'Is it true to say that Stone Age man was just a simple hunter gatherer only interested in food and shelter?'* Through looking at artefacts and inferring what they tell us.	**Lesson 4: Stone Age to Iron Age** How much did life change when man learned how to farm? Studying change over time of Stone age and identifying how this has been inferred from artefacts	**Lesson 7: Local study Chystauster** How we know about prehistory in Cornwall, and what we can do to preserve it today. Sources used include photos, maps, handling objects and even a model skeleton! (Kresen Kernow)
Lesson 2: Bronze Age Chronology and then to focus on: *How the Bronze Age is different ?*	**Lesson 5:Stone Age to Iron Age – case study (preparation for Local Study)** What can we learn about life in the Stone Age from a study of Skara Brae? Working "backwards" what do we know about Skar Brae i.e. they were fishermen and a detailed look at how this has been worked out i.e. fishbones in "waste", it's by the sea	**Lesson 8: Producing a local study account** Findings from trip – focus on how houses have changed over the period we have studied and how the Chysauster houses and others in Cornwall are unique
Lesson 3: How should we remember the Bronze Age? Comparison lesson focusing on significance of the period taught so far.	**Lesson 6: Iron Age** Who was here at Chysauster before me? Describe the roles of tribal communities and explain how this influences everyday life.	**Lesson 9: The Evolution of Farming – through the ages.** Assessing the longer term impact and legacy both nationally and locally, the ages have had on communities.

Progression

The History curriculum at Treleigh is one that is progressive and builds on children's previous learning at every stage. This has been achieved by internal collaboration between teaching staff and the consultation of specialist bodies and advisors.

At Treleigh we use the following key documents to inform our planning and ensure a seamless acquisition of Historical skills from EYFS – Y6.

Intent													
Chronology		**Civilisations**		**Belief**		**Power**			**Significance**		**Application**		
Local	International	Empires and People	Politics	Religion	Democracy	Monarchy	Royalty	Invasion	Similarity And Difference	Cause And Effect	Sources	Evidence	Interpretations
						Tyranny	Rebellion	Oppression					

Progression

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History - Progression of concepts at Treleigh

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Who was here before me?	Monarchy Royalty Chronology Source Similarity and Difference	Monarchy Royalty Democracy Chronology Source Similarity and Difference Evidence Religion	Empire Invasion Chronology Source Similarity and Difference Cause and Effect Evidence Religion	Empire Invasion Chronology Source Similarity and Difference Cause and Effect Evidence Religion	Invasion Tyranny Rebellion Chronology Source Similarity and Difference Cause and Effect Evidence Religion	Invasion Tyranny Rebellion Chronology Source Similarity and Difference Cause and Effect Evidence Religion
Would you like to live in the past?	Local Chronology Source Cause and Effect	Local Chronology Source Cause and Effect	Civilisation Empire Chronology Source Similarity and Difference Cause and Effect Evidence Religion Local	Civilisation Empire Chronology Source Similarity and Difference Cause and Effect Evidence Religion Local	Invasion Politics Oppression Empire Chronology Source Cause and Effect Evidence Religion International Interpretations	Invasion Politics Oppression Empire Chronology Source Cause and Effect Evidence Religion International Interpretations

Assessment & Retention

Formative Assessment

1. Public Presentations to display knowledge throughout a unit.
2. Low-stake quizzes: E.g., Kahoots
3. Working Wall Enquiry additions. E.g., Tree of Enquiry leaves

Summative assessment

1. Key Stage History Assessment tasks based on sources and interpretation.
2. Cornerstones Assessment (Teacher)

Monitoring

The History lead monitors teaching across school. This takes the form of:

- Lesson observations
- Drop-ins/learning walks
- Book looks
- Pupil and staff voice

Monitoring is also carried out by the SEN team.

What is the data and monitoring telling us?

Key Findings of Monitoring AND Future Actions:

1. Passion for teaching History evident across most classes and well sequenced, resourced lessons demonstrate clear progression between year groups and phases.
2. Potential for further CPD training for specific disciplinary skills within History and pedagogical approaches to teaching. E.g., Local History units of study; working, chronological wall displays of enquiry; vocabulary sentence stem supports to assist reasonable adjustments for discussion and enquiry.
3. Teachers need to have a good understanding of the concepts Treleigh teaches for History and the progression of historical disciplinary skills throughout the school.
4. Emphasis on Local History and studies, to be prioritized in future units of study, enabling links to be drawn within the local community and fulfilling Treleigh's overall vision ads a school (TRE).

Inclusion

History is inclusive through by the very nature of the discipline's unique, multifaceted accessibility:

- Physical sources and artefacts.
- Oracy and narrative storytelling.
- Concept of old and new, extended through depth and complexity.
- Interpretations valued, tested and developed.

More detailed reasonable adjustments can be found in this document:

Strategies for supporting pupils with Special Educational Needs and Disabilities in History lessons.

	Here's how we will help.
Attention Deficit Hyperactivity Disorder	☐ All adults supporting the child within the classroom will have a good understanding of how best to support the child using a non-confrontational approach ☐ Any rules/expectations will be consistently implemented. Seating arrangements will be considered carefully to minimise distractions within the history session ☐ 'Time out' or 'help cards' can be used to ensure the child is able to communicate that they need to use their break out space ☐ Instructions and key information will be given clearly so the child understands what is being asked of them and how they will achieve the learning goal ☐ Children will be given the correct preparation before the lesson so they know what will be happening and what to expect prior to the history session
Anxiety	☐ Before the lesson, there will be a discussion between the adult and child so that the child can choose their preference for where they would like to sit ☐ Children will be given the necessary preparation prior to the lesson so that they know what to expect within the lesson. Any new vocabulary will also be shared with the child before the lesson ☐ Any changes that will be made to the seating plan or organisation of the lesson will be shared with the child beforehand. ☐ Children will be able to use a 'help card' if they feel that they need support within the classroom

Autism Spectrum Disorder	☐ Adults who have a positive, supportive, trusting relationship with the child will be available to support during to the lesson Learning will be adapted so that it is accessible to the child ☐
	☐ Seating arrangements will be agreed with the child prior to the lesson and any changes to the organisation of the lesson or classroom will be shared with the child through a social script/the use of visuals ☐ Preparation for what is coming will be provided with the use of visuals ☐ Time will be given for the child to process new information and instructions with the support of visual cues ☐ Planned and unplanned sensory breaks will be used and there will be a breakout space available throughout the lesson ☐ Any group activities will be thought out carefully and children can work independently if the child finds the social expectations of group work tricky or difficult
Dyscalculia	☐ The use of an individual whiteboard will be used to ensure the child is not expected to copy from the shared whiteboard ☐ Adults will ensure that questioning is adapted to support the child's understanding
Dyslexia	☐ Adults will ensure that font size is 12 or above and any printed resources will be on pastel coloured paper, avoiding black font on white paper ☐ Numbered points or bullet points will be used rather than large paragraphs of writing/information ☐ Children will be able to use a ruler or their finger to follow writing/text when reading ☐ Text boxes or borders will be used to highlight important information ☐ The use of pictures, diagrams, clear sub-titles and 'colourcoded text' will be used to break up large sections of information ☐ Text to speech technology will be used if necessary
Dyspraxia	☐ Children will be provided with a large working space with an accessible route into and out of the classroom. Instructions will be written clearly for the child, using different colours for each line ☐ Visual timelines of the lesson will be provided with a tick list of activities/expectations so that the child is aware of how to reach

Development & CPD

CPD opportunities to date:

1. Kernow Learning – Andy Brumby
2. Kresen Kernow and Historic England

How I intend to develop History further:

1. Build local links within the community to make History '*come alive'* for all children, cementing their conceptual understanding more vividly and igniting pride in their locality.
2. Begin a diagonal approach to the curriculum with links between other subjects. E.g., Religious Education within Belief and Geography within mapping and local studies.