



# History at Cropwell Bishop Primary School

History forms a key part of our curriculum and has been designed to help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It is based upon the National Curriculum and includes a range of rich topics through local, British and world history. With an enquiry led approach, our aim is not only to provide knowledge about the past, but to inspire curiosity, discussion and critical thinking through engagement with primary and secondary sources. By linking learning to a range of topics, children are given the opportunity to investigate and interpret the past, understand chronology, build an overview of local, British and world history and to be able to think like a historian. The learning journey is detailed and progressive within each enquiry and across the year groups. Within this, pupils' understanding of key substantive concepts and vocabulary is developed. We aim to enthuse, support and challenge all abilities through high quality teaching based on sound subject knowledge and an appreciation of how history helps children understand the complexities of peoples' lives and how it impacts current and future worlds.

## Curriculum design and sequencing of content

Our knowledge- rich curriculum is ambitious and designed to equip children with the necessary knowledge, skills and understanding to think and act like a historian. As children progress through the phases of our school they are taken on a progressive, in-depth journey through history enabling them to build on prior learning and use existing knowledge to deepen their historical understanding. A history topic is studied in all year groups each term (see topic overview) and topics are linked by relevant content to our school context.

At CBPS, each history unit begins with an overarching enquiry question (see grid). A series of lessons are then carefully planned for progression and depth, all with their own individual enquiry question. As children journey through the unit, they will develop the knowledge and skills they need in order to answer the overarching enquiry question.

At the beginning of each history unit taught at CBPS, children view a broader history timeline to identify what came before and what comes after the period of study. We also have a discussion at the beginning of each new topic to identify what knowledge children have retained and explore new vocabulary for the period of history that is being studied. At CBPS, we use knowledge organisers that contain key facts, information and vocabulary that children need to have a basic knowledge and understanding of a topic. The history knowledge organisers also refer to prior learning and key historical events around the era being studied.

At CBPS, we promote inclusive practice and seek to provide engaging learning opportunities for all children to enable everyone to access the history curriculum. Through careful planning, we ensure that all learning experiences are appropriately constructed to enable all learners, irrespective of academic ability or need, to meet the intended learning objectives.

### Retrieval Practice

To ensure children retain knowledge that has been taught, they take part in regular quizzing and retrieval activities. Our knowledge organisers are used regularly to support the learning of new information and vocabulary and are also used as a quizzing tool to revisit concepts and ensure knowledge is sticking.

### Community Connections/ Our local area

Our local links with the Cropwell Bishop History Society continue to develop and they have supported us with elements of our curriculum. They have provided us with historical artefacts linked to the local area including photographs, maps, as well as expert input for local walks/visits. We also seek out opportunities for interviews with local residents with first-hand experience of past events.

Some of the history units chosen in our curriculum are pertinent to our local area and give the children a real context to their learning. For example, Year 2 explores what makes Cropwell Bishop unique and Year 4 look at how the area around school has changed over time. A number of units encourage family research and discussion of past events eg Y1 Did our grandparents have more fun than us? Y4 What was WW2 like for children?

### Substantive Concepts

Substantive concepts form an integral part of our history planning and support teachers in reinforcing the knowledge of recurring concepts over different periods. Our whole school detailed overview of substantive concepts is used and incorporated into planning; this ensures that key concepts are revisited and extended as pupils' journey through our school. This allows children to build on prior learning and deepen their historical knowledge and understanding.

### Lens

Historical lenses enable us to analyse history in different, interesting ways. By using historical lenses, we can equip our children with the ability to achieve a deeper understanding of historical events. When planning and teaching history topics, we adopt an enquiry approach and each topic will incorporate our 'Historical Lens':

- Chronology
- **Cause & Consequence** → Historical events are **caused** by things that occurred before them. Historical events create changes that have **consequences** long after the event is over.
- **Continuity and Change** → Judgements of continuity and change can be made on the basis of comparisons between some point in the past and the present, or between two points in the past.
- **Similarity & Difference** → This is to help children move beyond stereotypical assumptions about people in the past, to recognise and analyse the diversity of past experience.
- **Historical Significance** → This is the process used to evaluate what was significant about selected events, people and developments in the past.
- **Historical Interpretations** → This is the process by which we describe, analyse, evaluate and create an explanation of past events.

These are clearly represented on our planning overview to ensure there is a good coverage of each lens, across the whole history unit. There is a progression for each lens throughout the key stages to enable children to build on prior learning and develop as historians.

