



# Why Teach History?

History allows us to understand our past, which in turn allows us to understand our present. By studying history, we are able to identify the social and cultural changes and developments, encouraging understanding of why certain events happened and therefore helping pupils to consider the outcomes and consequences of theirs and others' choices and actions.

History provides us with insight into our cultures of origin as well as cultures with which we might be less familiar. This allows pupils to increase their cross-cultural awareness and understanding of people, beliefs and the world.

It enables us to learn about the influence of significant individuals in the past and recognise how they have contributed to national and international achievements.

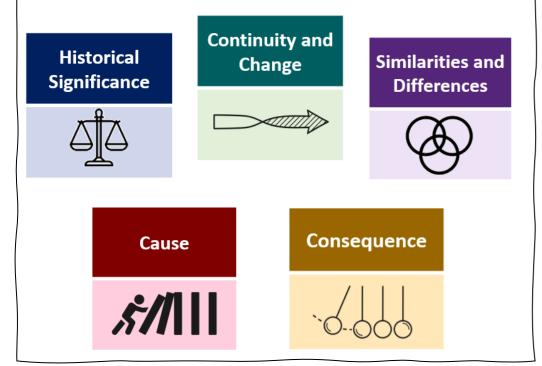
Learning the history of topics such as the Civil Rights in America helps us to understand why some rules and laws were created and encourages students' motivation to improve society and the world further.

Through teaching history, we promote pupils to exercise their critical thinking and writing skills which will be important in their future academic, professional and personal lives.

# **Disciplinary Knowledge - Second Order Concepts and Enguiry**

Pupils make progress in history by developing an understanding of how historians investigate the past, and how they construct historical claims, arguments and accounts.

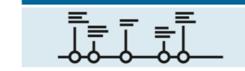
Enquiry questions are at the heart of the history curriculum providing a framework for pupils to understand the past and to structure their knowledge. By framing each unit and lesson through enquiry questions we are mirroring the historical process and developing disciplinary knowledge.



# **Chronological Understanding**

Sound chronological understanding is required to build a coherent knowledge and understanding of the past.

# **Chronological Understanding**



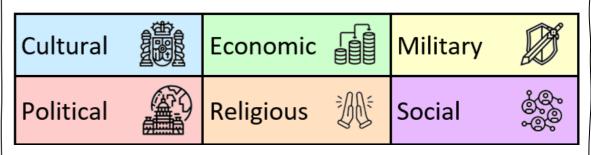
In Reception the pupils learn about the past and present in relation to their life and the lives of their family.

In KS1 the curriculum is focused on allowing pupils to understand the difference between now and the past and to start to place their understanding into a chronological framework.

In KS2 the curriculum is taught in chronological order supports pupils to recognise where new learning fits into the framework of what they already know and recognise connections between what has gone before and the period now being studied. The aim is to build a bigger inter-related picture of history and not just unrelated, isolated pockets of knowledge.

# **Substantive Themes and First Order Concepts**

Our curriculum enables pupils to gain historical perspective by placing their growing knowledge into different contexts.



These substantive themes are mapped through the curriculum to ensure that pupils revisit them in different contexts, developing their schema related to each one.

### Local, National and International History

Pupils need to develop a real sense of time, period and narrative encompassing local, national and international history and how they relate to one another.

We engage with the Museum of London Archaeology (MOLA) to deliver workshops to provide a local context to periods of history being studied.

Examples	Local	National	International
	Great Fire of	British Seaside (Y2)	lbn Battuta (Y2)
	Northampton (Y2)	Roman impact on	Maya (Y5)
	Bletchley Park/	Britain (Y4)	
	Walter Tull (Y6)	The Blitz (Y6)	

#### **Diversitv**

The curriculum is designed to ensure that pupils encounter diversity within their historical learning. For example:

- Darwin)
- Civil rights (Yr6)
- Anglo-Saxons & Vikings and the Maya



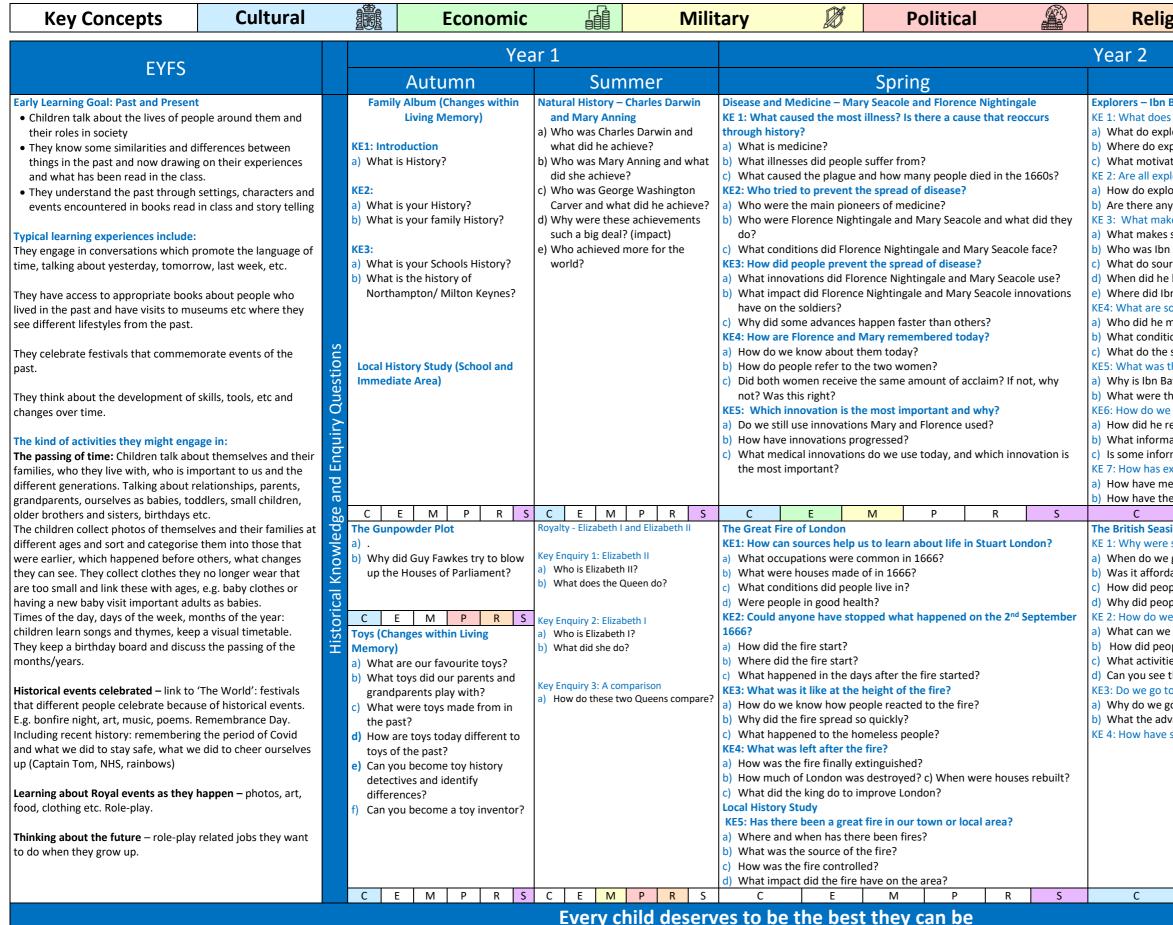
• Comparing significant individuals from history and how they are remembered (e.g., Mary Seacole and Florence Nightingale, Mary Anning and Charles

• Contrasting world histories from the same period (e.g., Britain during the



# Shepherdswell Academy

History Curriculum Map – EYFS and KS1



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Summer Battuta								
s it mean to be an explorer? plorers do? cplorers go? ates people to become an explorer? plorers similar? What do explorers wear? lorers travel around? by similarities between explorers? kes Ibn Battuta significant? a someone significant? a someone significant? n Battuta? urces tell you about Ibn Battuta? urces tell you about Ibn Battuta? e live? on Battuta travel to? some of the stories Ibn Battuta told about his journeys? meet on his travels? ions did he face? e stories tell us about life in some of the countries in which he visited? the impact of his explorations? attuta remembered? the most important events in his life of his life? e know about Ibn Battuta? remember all the adventures he had? hation do we have about his life? rmation about Ibn Battuta more useful than others? exploration changed over time? hethods changed? he changes impacted success?								
E	M	Р	R	S				
side e seaside holidays popular? e go on holiday? dable for everyone to go on holiday in the past? ople travel to seaside locations? ople believe that seaside holidays were good for you? re know what holidays were like in the past? e learn from the photographs? ople dress to go to the seaside? tes did people do at the seaside? things that remind you of your holidays in the photographs? to the seaside for the same reasons as people in the past? go on holidays? Ivantages of going on holiday instead of staying at home? e seaside holidays changed?								
E	М	Р	R	S				

East Midlands

Academy Trust