

# History at Minsterley



# INTENT STATEMENT

## Aims

- At Minsterley Primary School we believe that learning is a change to long term memory. We intend to create knowledge through spaced repetition and backwards and forwards learning. Our curriculum is built around repeated opportunities to strengthen key concepts. Opportunities are provided to revisit these skills within different historical contexts.

The History coordinator at Minsterley Primary is Mel Thomas.

# Early Years Foundation Stage

## **Early Years Foundation Stage (EYFS)**

History is taught in Reception as an integral part of their topic work through Understanding the World. Their learning is supported through child-initiated and adult led activities. The children are given the opportunity to find out about past and present events in their own lives, and those of their families and other people they know. In the Foundation stage history makes a significant contribution to developing a child's understanding of the world through activities such as talking about the lives of the people around them and their roles in society, know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class and understanding the past through settings, characters and events encountered in books read in class and storytelling. The children follow the Early Years Foundation Stage Curriculum alongside the Curriculum Companion by Chris Quigley.

## The History Curriculum (Key Stage 1 & Key Stage 2)

Our History curriculum is based on the National Curriculum 2014. Children are taught about the history of Britain and that of the wider world through the use of questioning, critical thinking of motive, perspective and judgement in order to understand the complexity of people's lives, the process of change and the diversity of people around the world and through time.

Throughout our history curriculum we focus on facets of knowledge to help strengthen the children's understanding and build up their knowledge through: Understanding Chronology, Communication, World History and Interpreting History.

### **Key Stage 1**

The National Curriculum for History 2014, provides the **long term planning** for history taught in the school. Teachers use the National Curriculum alongside Kapow to support their **medium-term planning**.

During Key Stage 1, pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

### **The National Curriculum states that pupils in Key Stage 1 should be taught about:**

- \*changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- \*events beyond living memory that are significant nationally or globally.

## The History Curriculum (Key Stage 1) continued...

- \*the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.
- \*significant historical events, people and places in their own locality

## The History Curriculum (Key Stage 2)

### **Key Stage 2**

The National Curriculum for History 2014, provides the **long term planning** for history taught in the school. Teachers use the National Curriculum alongside Kapow to support their **medium-term planning**.

During Key Stage 2 pupils learn about significant people, events and places from both recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

### **The National Curriculum states that pupils in Key Stage 2 should be taught about:**

- \*changes in Britain from the Stone Age to the Iron Age.
- \*the Roman Empire and its impact on Britain.
- \*Britain's settlement by Anglo-Saxons and Scots.

## The History Curriculum (Key Stage 2) continued...

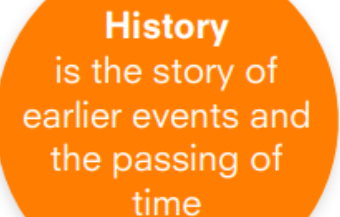
- \*the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
- \*a local history study.



## Chris Quigley Curriculum – EYFS

**Threshold concepts** are used as the basis for the organisation of learning and progression. These are the most important aspects of each area of learning, the aspects that recur time and time again in many topics and so prove useful in helping pupils to assimilate new information into growing schema. These concepts are, therefore, a useful way to organise a curriculum as they provide a way for teachers to relate one topic to another, which helps pupils to build on prior knowledge. Threshold concepts are specific to each area of learning. They are called threshold concepts because by crossing the threshold, children cross a metaphorical threshold from novice to expert and, in doing so, acquire the powerful knowledge or cultural capital that will make them 'school ready.'

The Threshold concept for History is shown here:



**History**  
is the story of  
earlier events and  
the passing of  
time

## Chris Quigley Curriculum – EYFS

Four big ideas drive curriculum provision for history:

- **investigating and interpreting the past:** things that happen in the past are represented in a number of ways;
- **building an overview of the past** (of world history): in Early Years, children make sense of their own and their family's history;
- **understanding chronology:** children begin to explore the passage of time in familiar scenarios: seasons, birthdays, local festivals, familiar routines and stories;
- **communicating historically:** certain words and phrases can be used to express historical understanding



## Chris Quigley Curriculum – EYFS

An example of a progression in milestones could look like the example below, where in Clee Class they would focus on R2 for example:



## Kapow – Key Stage 1 and Key Stage 2

Kapow Primary's History scheme of work 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.

The Kapow Primary scheme emphasises the importance of historical knowledge being shaped by disciplinary approaches. 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.

In Key Stage 1, children will further develop their awareness of the past 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. The Kapow Primary timeline supports children in developing this chronological awareness.

## Kapow – Key Stage 1 and Key Stage 2

The impact of Kapow Primary's scheme can be monitored through assessment opportunities. Examples of this might include:

- Questioning
- Quizzes
- Vocabulary
- Brain drop
- Jamboards
- Kahoot Quizzes
- Google Quizzes – end of the week quiz
- Continuous Provision – Play – Observations
- Kate Jones strategies
- True/False
- Thumbs up/thumbs down

# Building a History Schema

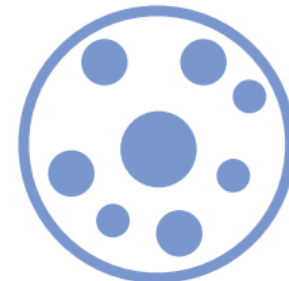
## What is a schema?

Schema theory states that all knowledge is organised into units. A schema is, therefore, a conceptual system for understanding knowledge.

A subject schema is a way of organising knowledge in a meaningful way; it is an appreciation of how facts are connected and the ways in which they are connected. A schema is distinct from information, which is just isolated facts that have no organisational basis or links. The diagram below shows the difference between information and a schema.

Within history teaching, this helps teachers to help their students form a history schema by:

- using concepts as the basis for the schema
- strengthening the schema with knowledge
- further deepening connections through tasks.



Information



Schema

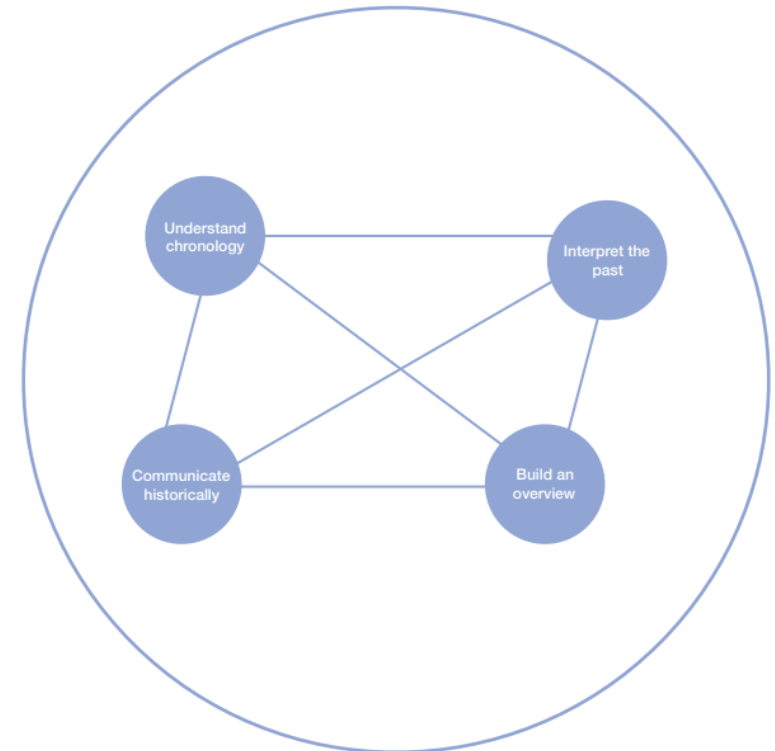
# Concepts as the basis for a schema

To build a history schema we recommend that 'threshold concepts' are used. These are the big ideas that underpin the subject. The four threshold concepts in history are:

- **Investigate and interpret the past** – This concept involves recognising that our understanding of the past comes from an interpretation of the available evidence.
- **Build an overview of world history** – This concept involves an appreciation of the characteristic features of the past and that these features are similar and different across time periods, and an understanding that life is different for different sections of society.
- **Understand chronology** – This concept involves an understanding of how to chart the passing of time and how some aspects of history happened at similar times in different places.
- **Communicate historically** – This concept involves using historical vocabulary and techniques to convey information about the past.

# Concepts as the basis for a schema

This shows the four concepts (abbreviated for the diagram) as the basis for a history schema.





# Facets of Knowledge

## Strengthen the schema with knowledge

As lessons are planned through Kapow, teachers still endeavour to ensure that each threshold concept is used and revisited over time to enable children to make links and strengthen their understanding for the facets of knowledge.

The diagram provides a picture of how the schema is strengthened through the facets of knowledge.



		Understand Chronology	World History							Interpret History
Year	History Milestone	Main events	Settlements	Beliefs	Culture & Pastimes	Location	Travel & Exploration	Conflict	Society	Artefacts
2022 - 2023	How am I making History?									
	How have toys changed?									
	How have explorers changed the world?									
2023 - 2024	How is school different in the past?									
	How did we learn to fly?									
	What is a monarch?									
2024 - 2025	How am I making history?									
	How have toys changed?									
	How have explorers changed the world?									
2025 - 2026	How is school different in the past?									
	How did we learn to fly?									
	What is a monarch?									

History Mapping Key Concepts (Key Stage 1)



# History Lessons at Minsterley

A main history lesson is taught weekly for half of every term. This is then swapped with Geography for the other half of the term.

Teacher's carefully plan so that students have a chance to connect topics together using the threads which helps children understand how these are reflected throughout history in various ways.

When planning, the knowledge webs are not seen as a 'fact sheet' whereby, children can recite the facts, they are judged to have learned something. Instead, teachers must use their professional expertise to create appropriate lessons to convey the knowledge.

# Additional Vocabulary - EYFS

## Vocabulary

- after
- before
- first
- I think ...
- because
- last week
- new
- old
- second
- today
- tomorrow
- yesterday

# Additional Vocabulary – Key Stage 1

## Year 1 - Vocabulary progression

Disciplinary concepts	Topic knowledge	
<b>Historical enquiry</b>	<b>How am I making history?</b>	
ask investigate explain question artefacts object sort group compare/ comparison interview	photograph similar/similarity different/ difference change same event remember memory celebration special	siblings parent grand parent great grandparent childhood time capsule
<b>Chronological awareness</b>	<b>What were toys like in the past?</b>	
morning afternoon evening order now present past recent timeline lifetime future date before	today tomorrow last week/month/year/day memory within living memory beyond living memory old new sequence modern after long ago	toy wooden plastic metal mohair
	<b>How have explorers changed the world?</b>	
	explorer exploration achievement discovery transport equipment yacht voyage solo North Pole resilience determination qualities coat of arms	

## Year 2 - Vocabulary progression

Disciplinary concepts	Topic knowledge	
<b>Historical enquiry</b>	<b>How was school different in the past?</b>	
sources primary source evidence contrast historic historically significant eye witness account eye witness	school log book textbook blackboard abacus slate chalk pen and ink stove	
<b>Chronological awareness</b>	<b>How did we learn to fly?</b>	
Decade Anglo-Saxon	inventor flight	
	<b>What is a monarch?</b>	
	monarch power ruler absolute monarchy anointing armed forces attack bailey battle battlements Bayeux Tapestry ceremony concentric castle constitutional monarchy	conquer coronation crowning defend earl fortified manor house gatehouse government head of state invade investing keep

# Additional Vocabulary – Lower Key Stage 2

## Year 3 - Vocabulary progression

Disciplinary concepts	Topic knowledge		
<b>Historical enquiry</b>	<b>British history 1: Would you prefer to live in the Stone Age, Bronze Age or Iron Age?</b>		
secondary source remains certainty possibility confirm prove informed guess archaeological evidence reconstruction informed guess continuity historical significance criteria interpretation inference observation deduction legacy	Skara Brae, Orkney Islands hearth <b>settlement</b> flint roundhouse	<b>chief</b> metalwork -copper, bronze, gold, tin mining <b>trade</b> (a job requiring manual skills) arrowheads <b>import</b>	<b>export</b> <b>trade</b> (buying and selling goods/services) <b>exchange</b> <b>goods</b> barter
	<b>British history 2: Why did the Romans settle in Britain?</b>		
	Briton Romans Celts <b>enslaved</b> tin togas <b>settlers</b> Picts pilum galea	armour scutum caligae gladius tunic legionary legion legatus cohort century	centurion formation testudo wedge tablet aqueduct <b>state</b> <b>legal system</b>
<b>Chronological awareness</b>	<b>What did the Egyptians believe?</b>		
AD- Anno Domini BC- Before Christ period prehistory prehistoric Palaeolithic Mesolithic Neolithic Stone Age	Bronze Age Iron Age duration Old Kingdom Middle Kingdom New Kingdom Late period Ptolemaic period chronology	<b>civilisation</b> Delta Egypt Lower Egypt Upper Egypt River Nile Delta Atum <b>creation story</b> Horus Isis Nun Osiris	pulley pyramid quarrying ramps amulet canopic jars embalmer immortal linen natron preserve resin sarcophagus

## Year 4 - Vocabulary progression

Disciplinary concepts	Topic knowledge		
<b>Historical enquiry</b>	<b>How have children's lives changed?</b>		
observation inference deduction life expectancy significant propaganda evaluate rank bias one-sided balanced viewpoint perspective cause consequence events impact conclusion enquiry supporting evidence credibility	apprentice/ apprenticeship master <b>occupation</b> <b>politicians</b> <b>parliament</b> <b>poverty</b> ragged schools <b>life expectancy</b> plague <b>living conditions</b>	<b>sanitation</b> <b>working conditions</b> working hours factory owners chaffing wheat oath mine/miner/ mining trapper bird scarer hurrier <b>servant</b>	housemaid <b>wealthy</b> wages textile mill <b>bill</b> <b>pass (pass a bill)</b> <b>reform</b> <b>act</b> The Factory Act The Coal Mines Act The Chimney Sweepers Act
	<b>British history 2: How hard was it to invade and settle in Britain?</b>		
	Angles Saxons Jutes Picts <b>invasion</b> Britons Romans <b>empire</b> longships wattle and daub	Wessex <b>claimants</b> <b>kingdom</b> Northumbria Mercia Wessex East Anglia Kent villages thatch straw hut	cauldron Battle of Edington Danelaw leadership qualities Sutton Hoo burial mound <b>Christianity</b> <b>missionaries</b> <b>Pope</b> <b>peasants</b>
<b>Chronological awareness</b>	<b>Were the Vikings raiders, traders or settlers?</b>		
Tudor period (1485-1603) Victorian period (1837-1901) Anglo-Saxons (410 - 1066) Vikings (800 to 1066)	<b>trader</b> <b>engineer</b> <b>raider</b> Anglo-Saxon chronicle ballast hull	keel mast longboat oars Rudder garnet Hedeby	Jorvik quernstone Danelaw <b>paganism</b> <b>sacred</b>

# Additional Vocabulary – Upper Key Stage 2

## Year 5 - Vocabulary progression

Disciplinary concepts	Topic knowledge		
<b>Historical enquiry</b>	What was life like in Tudor times?		
census reliable audience purpose accuracy creator representation council chamber records	official record justify opinion historical investigation link interpretation will inventory value transcribe prediction	House of Lancaster House of York Battle of Bosworth <b>tyrant</b> <b>execute</b> Tower of London <b>heir</b> Royal Progress <b>nobles</b> litter	dunghill mace <b>procession</b> <b>trading laws</b> <b>court</b> town clerk pageant courtiers <b>noblemen</b> valuation  parchment quill pen parlour chamber buttery <b>merchant</b> pewter <b>free</b> <b>enslaved</b> tournament shilling
<b>Chronological awareness</b>	What did the Greeks ever do for us?		
Minoan Civilisation Mycenaean Period - The period Dark Ages Archaic Period Classical Golden Period Hellenistic Period	Mediterranean Sea Aegean Sea Ionian Sea Mount Olympus Zeus Hera Aphrodite Poseidon Demeter Athena Apollo	Artemis Hephaestus Hermes Dionysus <b>democracy</b> <b>oligarchy</b> location city-state Athens Sparta <b>landlocked</b>	<b>assembly</b> <b>direct democracy</b> <b>representative democracy</b> <b>philosophy</b> <b>formula</b> <b>ethics</b> <b>logic</b> <b>legacy</b> impact
	How did the Maya civilisation compare to the Anglo-Saxons?		
	<b>abandon</b> Classic period <b>decline</b> deforestation	drought hieroglyphics pyramid rainforest slash and burn tropical rainforest	

## Year 6 - Vocabulary progression

Disciplinary knowledge	Topic knowledge		
<b>Historical enquiry</b>	What does the census tell us about our local area?		
church records court records records from places of work factory records enumeration books trustworthy death records reliability criteria significance	head of the household <b>title</b> scholar enumerator <b>condition</b> cotton mill worker overlooked	joiner can-hooker carding piecer flax yarn linen nobbins	<b>severance pay</b> <b>compensation</b> <b>income</b> <b>workhouse</b> <b>suffragette</b> governess
<b>Chronological awareness</b>	British history 6: What was the impact of World War II on the people of Britain?		
No new vocabulary	<b>appeasement</b> Treaty of Versailles <b>reparations</b> <b>allies</b> <b>disarm</b> <b>debt</b> <b>unrest</b> <b>prosperity</b> RAF Luftwaffe <b>sorties</b>	Operation Sealion bomb aimer scramble The Blitz air raid shelter Anderson shelter blackout <b>evacuation</b> Women's Auxiliary Air Force (WAAF) Women's Royal Naval Service (WRNS)	Air Transport Auxiliary (ATA) Auxiliary Territorial Service (ATS) Special Operations Executive (SEO) Women's Land Army Women's Liberation Movement
	Unheard histories: Who should go on the banknote?		
	issuing bank remarkable remembered watermark		



## SEND in History

To ensure that all children are able to access the history curriculum, there are provisions put in place to support. Below are some examples:

- **Explicit Instruction:** To support children in this way it is important that teachers use clear and succinct language when teaching, and to check pupils understanding frequently. Helping pupils to organise their thinking by ‘chunking’ the content and introducing new material in small steps as well as modelling how to complete tasks before expecting pupils to work independently. **Examples in class could consist of: work can be differentiated to accommodate children that may find the main task a little tricky and also in mixed classes the work may be slightly altered to support those working in a different year group or curriculum, adults are also used for support for children that may need a scribe or repeat instructions.**
- **Cognitive & Metacognitive Strategies:** To ensure all pupils are able to recall previously learned content before moving onto new content, support them to plan, monitor and evaluate their own learning as well as modelling the selection of metacognitive strategies. **Examples in class could consist of: children can also present their work verbally.**
- **Scaffolding:** Teachers provide scaffolds that allow pupils to access learning. **Examples in class could consist of: children may be given a word bank to support difficulties with spelling, working memory and children with EAL.**
- **Flexible Grouping:** Teacher’s group pupils in a way that reduces any stigma. **Examples in class could consist of: children working together as ‘buddies.’**

## SEND in History

To ensure that all children are able to access the history curriculum, there are provisions put in place to support. Below are some examples:

- **Using technology:** Children are able to utilise technology. **Examples in class could consist of: images can also be helpful to support children and ensure that overwording in PowerPoints does not inhibit learning, in Key Stage 2, children work on Chromebooks to type their work. This helps support children who have difficulty with handwriting or other needs. The Chromebooks can also be used with a headset so that children can 'speak' their work into their document.**