



Subject Overview

Here, children thrive...

History



History curriculum intent

We intend for our history curriculum to enable pupils to acquire a comprehensive and coherent understanding of the history of Britain, as well as the wider world. We wish to encourage a sense of curiosity and a desire to learn more about the past. In order to achieve this, we strive to equip pupils with the necessary skills to ask insightful questions, think critically, evaluate evidence, analyse arguments, and form perspective and judgement. Through History, we aim to provide pupils the opportunities to understand the intricacy of human existence, mechanisms of change, differences of societies and the relationships between different groups; as well as their identity and challenges of their time.

Through our study of History, we aim to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

Implementation

Curriculum structure & sequencing

We structure our history curriculum in such a way that the youngest children study history in the form of concepts understandable to them – via their family and recent living memories. From this we move through key periods of UK and world history focusing on chronological understanding, historical enquiry, historical understanding and historical oracy. Every year group covers prior learning at the start of each unit of study before clear way points navigate pupils' learning towards clearly defined end goals of study. Golden threads run through each year group through themes of legacy, social diversity, monarchy, exploration and invasion.

Content & concepts

We appreciate the study of History is much more than remembering dates and names; firmly believing the study of how we lived in the past is key to successful living in the present and future. We plan a bespoke History curriculum and adopt active learning techniques where children can develop independent and collaborative learning skills which compliment the historical skills we wish to impart.

Enrichment and personal development:

We believe History is at its most engaging when it is brought to life and meaningful to children. Content is planned to meet the requirements set out in the National Curriculum, whilst also giving children a wealth of opportunity to study local history in order that they see how their area and communities have changed over time. Study is supplemented through engaging educational visits, visits from History experts and people from the past; alongside immersive and innovative digital resources.

Assessment and next steps

We assess History in a variety of ways, giving pupils the opportunity to explain their reasoning and metacognition of a topic as well as their accumulation of knowledge. This may be done through practical exercises, group tasks, quizzes or discussion. We value developing Historical oracy and place great emphasis on children being able to explain how, where and why; understanding the study and application of Historical skills will serve our pupils well in their future studies across the wider curriculum.

History in the Early Years Foundation Stage

History in the Early Years Foundation Stage (EYFS) is an integral part of children's understanding of the world, one of the seven key areas of learning outlined in the EYFS framework and supported by the non-statutory guidance provided by Development Matters. History strands are set out in the early learning goal of 'Past and Present'.

At Boughton Heath, we encourage young learners to explore and discuss the lives of people in their immediate environment, helping them understand the roles individuals play in their community and society. They start recognising some similarities and differences between things in the past and the world they know today, drawing upon their personal experiences and stories read in class.

Development Matters guides educators in facilitating this exploration, suggesting age-appropriate goals and activities that help children to notice differences and similarities between the past and present fostering an early appreciation for how the past has influenced our lives. This lays the foundation for more formal history education as children progress through their schooling, developing their curiosity and fascination about the past.



People who
help us



Transport



Dinosaurs



Past and Present

Understanding the world – Development Matters

Children in Reception will be learning to:

- a) Talk about members of their immediate family and community.
- b) Name and describe people who are familiar to them.
- c) Comment on images of familiar situations in the past.
- d) Compare and contrast characters from stories, including figures from the past.

Understanding the World – Early Learning Goals



Past and Present

- 1. Talk about the lives of the people around them and their roles in society;
- 2. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- 3. Understand the past through settings, characters and events encountered in books read in class and storytelling.

Inclusion within History

We are an inclusive school and as such, do not believe in narrowing the curriculum for any learner. Our curriculum is designed with inclusion of all at heart, and our curriculum intent is therefore the same for all children.

However we are mindful that there are an abundance of factors which need to be considered in order for all learners to be able to access learning according to their individual needs; perhaps none more so than for those learners with Special Educational Needs and Disabilities (SEND).

Therefore, whilst our curriculum intent is the same for all learners; our implementation of the curriculum may well look different for different groups of pupils. Teachers will plan, scaffold, challenge and embed learning through activities which are adapted to meet children's needs – we call this adapted implementation. This is to ensure that our curriculum can be met by all within an inclusive environment, mindful and responsive to children's needs.

We use guidance set out within the NASEN teacher handbook to assist us in amending our implementation within History. Examples of this, though not an exhaustive list, can be seen to the right. Note, these are suggestions of what may be implemented but all teachers will amend according to learner need.



Word banks and picture resources may be supplied to assist learners with scientific language and processes.



Staff may scribe for children to ensure a child's explanations and articulation is not limited by writing competence.



Make regular references to relevant language throughout the lesson and using tools such as targeted resources, working and display walls.



Use small group teaching opportunities to dedicate more time and support to provide additional learning opportunities to learners working towards a planned objective.




Provide learners with targeted resources to support their learning and understanding such as concept cartoons, prompts and visual aids.



**Same intent,
adapted implementation**

History Golden Threads

We have identified a set of key historical concepts or 'golden threads', that children will repeatedly revisit throughout their time at Boughton Heath. Our golden threads are: legacy, invasion, social diversity, monarchy and exploration. Each unit will have a focused 'thread' which are spread throughout the year groups. For example, in Year 3, children will encounter the concept of social diversity when studying Ancient Egypt. In Year 5, children will revisit this concept when learning about The Anglo Saxons. Children will look at prior learning in order to help them apply their understanding in the new context.

Legacy	 Legacy	To understand and explain key events in history, especially ones that have shaped modern society, particularly in Britain, and the idea of how events in the past have shaped and made the present.
Invasion	 Invasion	We understand how an army or country uses force to take over a place or country.
Social Diversity	 Social Diversity	We learn how the United Kingdom and the wider world has developed as a socially, culturally, religious and ethnically diverse society.
Monarchy	 Monarchy	We learn about the Monarchy as a form of Government where the king or queen is in power.
Exploration	 Exploration	We will learn about how people have explored the world by sea, land and space in search of new trading routes, wealth, and knowledge.

Boughton Heath Academy Curriculum Road Map - History

Year
R



People who
help us



Transport



Dinosaurs

Year
1



History of
Chester Zoo



Within living
memory



Queen Elizabeth
II Coronation

Year
2

UTW



Past and Present



Gunpowder Plot
Great Fire of
London



Ancient
Greece

Year
4



Ancient
Egypt



Stone Age
to Iron Age



Chester
waterways

Year
3



Famous
explorers



Castles



The Roman
Empire



Dewa



Year
5



The Anglo
Saxons



The Vikings



Chester: Crime &
Punishment



Year
6



World War
2
























Tudor
Chester



The Mayans



Boughton Heath Academy Curriculum Road Map – History End Points

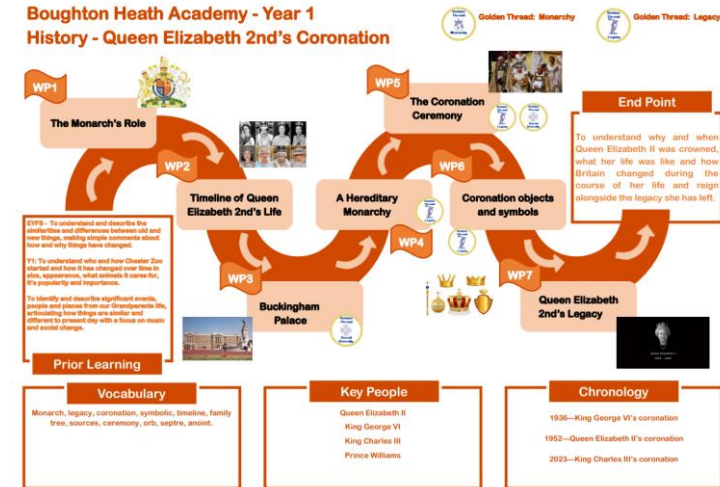
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 <p>People who help us</p>	 <p>History of Chester Zoo</p>	 <p>Gunpowder Plot Great Fire of London</p>	 <p>Chester waterways</p>	 <p>Ancient Greece</p>	 <p>The Anglo Saxons</p>	 <p>World War 2</p>
To describe jobs past and present – comparing similarities and differences including those of famous people such as Florence Nightingale.	To understand who and how Chester Zoo started and how it has changed over time in size, appearance, what animals it cares for, it's popularity and importance.	To understand the significance of religion during the reign of King James 1; and the key dates, people and events surrounding the Gun Powder plot and how it is remembered today. To detail the Great Fire of London, articulating when it occurred, how it started, how we know about it and how London is different today because of it.	To understand why Chester Canal was built and describe its significance on life, trade and society in Chester and how this has changed over time.	To understand and articulate life during the time of Ancient Greece, its influence on the western world and how it's legacy can be seen today through culture, art and society.	Articulate the Anglo-Saxon invasion and settlement of Britain, including how they lived, key events, places & people and the legacy they left.	Articulate the key events and people involved in the start of WW2 and the significance of The Battle of Britain. Develop a secure understanding of what life was like in Chester and the UK during WW2.
 <p>Transport</p>	 <p>Within living memory</p>	 <p>Castles</p>	 <p>Stone Age to Iron Age</p>	 <p>The Roman Empire</p>	 <p>The Vikings</p>	 <p>Tudor Chester</p>
To understand and describe the similarities and differences between old and new things, making simple comments about how and why transport has changed over time.	To identify and describe significant events, people and places from our Grandparents life, articulating how things are similar and different to present day with a focus on music and social change.	To develop a knowledge of castles, what they are and why they were built; identifying those in the surrounding area alongside details of their history, construction, and significance.	To develop a knowledge of how Britain changed between the Stone and Iron Ages, what life was like during this time and how relics from the past inform us of this in the present day.	To develop knowledge of the Roman Empire and its impact on Britain, including significant events and people from the time and how these shaped future Britain.	To develop knowledge of the Viking presence in England during the time of Edward the Confessor, their beliefs and way of life and how this legacy in the present day.	Using local evidence, develop knowledge of the Tudor era within Chester, when it was, significant individuals and events during this time, and how its legacy still remains to the present day.
 <p>Dinosaurs</p>	 <p>Queen Elizabeth II Coronation</p>	 <p>Famous explorers</p>	 <p>Ancient Egypt</p>	 <p>Dewa</p>	 <p>Chester: Crime & Punishment</p>	 <p>The Mayans</p>
To discuss beings from the past such as dinosaurs which are extinct, making comments about similarities and differences between them and other living things alive today.	To understand why and when Queen Elizabeth II was crowned, what her life was like and how Britain changed during the course of her life and reign alongside the legacy she has left.	To develop a knowledge of significant explorers throughout history, learning of the time they lived in, their achievements and discoveries and how these shaped future generations to the present day.	Describe the achievements of The Ancient Egyptians, when and where they were and how their legacy lives on today; identifying how we know this to be accurate.	To describe and articulate the 'Romanisation' of Chester, how we have learnt of this, its significance to the Romans; and how this legacy remains to the present day.	To understand how UK crime and punishment has changed during history, with a focus on Chester, Chester Gaol and how the definition of crime has changed over time.	To develop knowledge of the Mayan civilization and its contrasts with British History, including way of life, belief and its legacy to the present day.

Disciplinary & substantive knowledge

Within lessons, teachers aim to secure knowledge, understanding and progression across both disciplinary and substantive knowledge.

Within History, disciplinary knowledge is knowledge of how historians investigate the past, and how they construct historical claims, arguments and accounts. Substantive knowledge refers to the established facts and knowledge that are specific to the unit being taught.

At Boughton Heath Academy, teachers detail the disciplinary and substantive knowledge they intend to deliver within their teaching, on their teacher planning. For each curriculum way point they list the substantive knowledge they wish to impart, along with disciplinary knowledge and specific skills they wish to develop within pupils (see the example below).



Module intent



Waypoint	Substantive Knowledge (I know / know how...)	Disciplinary knowledge (I can...)
Life in 1606: King James I, religion and unrest	<ul style="list-style-type: none"> In 1606 King James I was on the throne. At the time, there was tension between Catholics and Protestants because the previous Queen, Elizabeth I had tried to stop Catholics from practising their religion by creating laws to take their land, stop them from worshipping and even killing them. 	<ul style="list-style-type: none"> Sequence significant historical events. Begin to use terms like "past," "present," and "future" to talk about events in history.
The Plot and Guy Fawkes Who, when and how?	<ul style="list-style-type: none"> Robert Catesby was a Catholic who wanted change and revenge. He was the one who came up with the Gunpowder Plot. Catesby wanted to blow up the Houses of Parliament on its opening day (November 30), killing the King, Queen and all Lords inside the building. After this, Catesby wanted Catholics to rule England. Catesby enlisted the help of Guy Fawkes, who was known for his skills with gunpowder. 	<ul style="list-style-type: none"> Formulate questions about the past and begin to research answers using a range of historical sources, such as books and websites. Compare and contrast aspects of different historical periods and cultures, recognising both similarities and differences.

Teachers then plan their lesson activities to cover the disciplinary knowledge, substantive knowledge and specific skills; evidencing how they will amend their implementation of teaching and learning to meet all learners' needs and what the overall focus of their assessment of learning will be.

Year 2: The Gunpowder Plot & The Great Fire of London: Disciplinary & substantive knowledge				
National Curriculum Links				
Historical content	Chronology	Enquiry	Interpretation	
<ul style="list-style-type: none"> Events beyond living memory that are significant religiously or globally. 	<ul style="list-style-type: none"> Develop an awareness of the past, using common events and processes relating to the passing of time. Know where the people and events they study fit into a chronological framework. Identify similarities and differences between what they know and what they learn of events. 	<ul style="list-style-type: none"> Use a wide vocabulary of enquirying historical terms. Ask and answer questions, choosing and using particular sources and other resources to answer them. Know and understand key features of events. 	<ul style="list-style-type: none"> Understand ways in which the ways in which they find out about the past and identify other ways in which it is represented. 	
Waypoint	Substantive knowledge (I know / know how...)	Disciplinary knowledge (I can...)		
King in 1606: James I King of England, Scotland and Ireland	<ul style="list-style-type: none"> In 1606 King James I was the first monarch to rule both England and Scotland. At the time, there was tension between Catholics and Protestants. James I was a Protestant, but he was married to a Catholic, Anne of Denmark. James I was a Protestant, but he was married to a Catholic, Anne of Denmark. James I was a Protestant, but he was married to a Catholic, Anne of Denmark. 	<ul style="list-style-type: none"> Begin to recognise historical sources. Sequence some terms like the "past", "present", and "future" to link about events in history. 		
The Plot and Guy Fawkes Who, when and how?	<ul style="list-style-type: none"> Robert Catesby was a Catholic, who wanted to change and reform. He was a Catholic, who wanted to change and reform. He was a Catholic, who wanted to change and reform. Catesby wanted to change the way of the Parliament on the 5th of November. Catesby wanted to change the way of the Parliament on the 5th of November. Catesby wanted to change the way of the Parliament on the 5th of November. 	<ul style="list-style-type: none"> Formulate questions about the past and begin to research answers using a range of sources. Recognise and explain the different historical periods and contexts. Recognise and explain the different historical periods and contexts. 		
Fakob: Aftermath of the plot and how we know	<ul style="list-style-type: none"> James I was a Protestant, but he was married to a Catholic, Anne of Denmark. James I was a Protestant, but he was married to a Catholic, Anne of Denmark. James I was a Protestant, but he was married to a Catholic, Anne of Denmark. 	<ul style="list-style-type: none"> Use of other sources to compare and contrast the different historical periods and contexts. Identify and describe different types of historical sources, such as photographs, diaries, or letters, and explain their uses. 		
Remember, remember: The Gunpowder Plot	<ul style="list-style-type: none"> James I was a Protestant, but he was married to a Catholic, Anne of Denmark. James I was a Protestant, but he was married to a Catholic, Anne of Denmark. James I was a Protestant, but he was married to a Catholic, Anne of Denmark. 	<ul style="list-style-type: none"> Recognise the historical significance of key figures and events and explain their uses. Identify common and contrasting of significant historical events, such as battles and invasions. 		

Disciplinary & substantive knowledge



Waypoint intent	Sequence of learning:	Adapted implementation	Assessment for Learning impact
WP 1 What is history?	<p>1. Look at visual timelines and read the children's 'History' based past shares of their 'History' in.</p> <p>2. To understanding history is something that happened in the past.</p> <p>3. Give children the opportunity of Children Zone, one from the past and one from now. Children to write with a partner to explain the difference between the two.</p> <p>4. Together share responses of Children Zone, look into the past and the future.</p> <p>5. With their children we can look at the past, artefacts, photographs, people, documents.</p> <p>6. Provide children with various resources about history and use them to learn from past and present giving reasons for the past.</p> <p>7. Give children a chance to discuss the past or present.</p>	<p>Phase 1 and SEND need text and present photographs of the past and present to read and write and evidence their understanding of the past and present.</p> <p>Phase 2, aims to discuss with children how they view the past and present and give them the opportunity to write about the past and present.</p> <p>Phase 3 and SEND need a photograph and a piece of the past and present to read and write and evidence their understanding of the past and present.</p>	<p>Children can name three historical sources and ways of finding out about the past.</p> <p>Children use simple historical vocabulary to describe the past.</p>
WP 2 George Mollat shared	<p>1. To learn about the life of George Mollat and why he founded Children Zone.</p> <p>2. What are his role, his life.</p> <p>3. How children can learn about George Mollat and what they can learn about his life.</p> <p>4. Reading his biography and looking at the group of children that he helped to make decisions.</p> <p>5. Give children the opportunity to write about the group of children that he helped to make decisions.</p> <p>6. Give children the opportunity to write about the group of children that he helped to make decisions.</p> <p>7. Show George Mollat's life story with the children.</p>	<p>Phase 1 and SEND need a photograph and a piece of the past and present to read and write and evidence their understanding of the past and present.</p> <p>Phase 2, aims to discuss with children how they view the past and present and give them the opportunity to write about the past and present.</p> <p>Phase 3 and SEND need a photograph and a piece of the past and present to read and write and evidence their understanding of the past and present.</p>	<p>Children can describe why George Mollat was important.</p> <p>Children can describe how George Mollat was important.</p> <p>Children can describe how George Mollat was important.</p>

Implementation, adapted to learner need

Progression of disciplinary knowledge

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	<ul style="list-style-type: none"> Identify that things have happened in the past, relating to themselves and within living memory Begin to identify that some things have happened before they were born – relating to family such as parents and grandparents 	<ul style="list-style-type: none"> Identify and order events in their own lives, such as birthdays and holidays. Make simple comments about the past Use words like "before," "after," "now," and "then" to describe the order of events in their daily routines. 	<ul style="list-style-type: none"> Sequence significant historical events. Begin to use terms like "past," "present," and "future" to talk about events in history. 	<ul style="list-style-type: none"> Recognise and sequence key events in local history, e.g., the founding of a nearby town or village. Introduce words like "century," "decade," and "era" when discussing historical time periods. 	<ul style="list-style-type: none"> Arrange historical events studied in class in chronological order and use timelines. Describe historical events using terms like "BC" and "AD" (e.g., "The Romans lived in Britain in the past, during the time of BC.>"). Explain historical events using vocabulary related to periods, such as "Stone Age", "Egyptians", "Romans". 	<ul style="list-style-type: none"> Compare the timing of events studied in local history with events from other parts of the UK and the wider world. Explain historical events using vocabulary related to periods, such as "Stone Age", "Egyptians", "Romans". 	<ul style="list-style-type: none"> Analyse and create timelines that show the chronological relationship between national and international historical events. Utilise terms like "civilization," "empire," and "revolution" to discuss broader historical contexts and their impacts on society.
Historical Enquiry	<ul style="list-style-type: none"> Begin to ask simple questions about people or events from within living memory. Understand that items can tell us about someone or something – a piece of uniform, an item of clothing, an object from a certain place or event. 	<ul style="list-style-type: none"> Begin to ask simple questions about the past and explore answers using basic sources and information. Use pictures and simple written sources to find out about the past, such as family photographs or basic historical books. Begin to understand that different people might have different opinions about the past and that stories about the past can vary. 	<ul style="list-style-type: none"> Formulate questions about the past and begin to research answers using a range of historical sources, such as books and websites. Identify and describe different types of historical sources, such as photographs, diaries, or letters, and explain their uses. Recognise that historical events can be seen from different perspectives and begin to compare the viewpoints of people from the past. 	<ul style="list-style-type: none"> Develop research skills by identifying and selecting relevant sources and information to ask and answer historical questions. Compare different sources to learn about a specific period in history, for example, comparing a diary entry with a historical photograph. Explore how historical events and figures have been represented in different sources, such as paintings, and discuss how this might affect our understanding. 	<ul style="list-style-type: none"> Ask historically valid questions and find answers using reliable sources. Plan and carry out simple historical investigations, presenting findings using basic formats such as drawings or simple reports. Investigate how historical sources can provide different perspectives on the same event or period, such as exploring the viewpoints of people from different backgrounds. Analyse and interpret primary sources, such as historical documents or artefacts, to infer the thoughts and feelings of people from the past. 	<ul style="list-style-type: none"> Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Conduct more complex historical investigations, including analysing and synthesising information from multiple sources, and present findings in an organized manner. Analyse primary and secondary sources to draw conclusions about specific historical events or figures. Investigate and compare interpretations of historical events and figures from different historians and sources, discussing the reasons for differences in interpretation. 	<ul style="list-style-type: none"> Choose reliable sources of evidence to answer questions and compare. Conduct independent historical research projects, critically evaluating sources, and presenting well-structured and evidence-based historical arguments. Evaluate the reliability and credibility of historical sources, considering bias and context, to construct well-informed historical interpretations. Formulate and support historical arguments, drawing on evidence from various sources, and consider the impact of historical events on different groups of people.
Conceptual understanding	<ul style="list-style-type: none"> Begin to understand that some events and people from history are important because they have achieved something or had an effect. Identify that certain choices have a consequence to them – building a castle/wearing armour will make you safer etc. Identify that some things within living memory have changed and some things have stayed the same – growing up, changing teachers/classrooms etc. 	<ul style="list-style-type: none"> Begin to recognise basic changes in daily life over time, such as clothing, technology, or toys. Begin to understand that actions have consequences and can affect daily life. Begin to recognise similarities and differences in clothing, housing, music and daily routines in different time periods. Begin to identify and discuss the importance of special events or people in their own lives and community history. 	<ul style="list-style-type: none"> Compare aspects of daily life in the past and present, identifying changes and what has stayed the same. Identify causes and consequences of specific historical events, such as battles or inventions. Compare and contrast aspects of different historical periods and cultures, recognising both similarities and differences. Recognise the historical significance of key figures and events within their local area and nation. 	<ul style="list-style-type: none"> Explore how historical events and developments have led to changes in communities and societies. Explore how historical decisions and actions have shaped the world, considering both intended and unintended consequences. Investigate how different civilisations and societies have developed unique characteristics and cultures. Explore the impact of important historical figures and events on a national or global scale. 	<ul style="list-style-type: none"> Investigate key historical figures or events that have had a lasting impact on their local area. Investigate the impact of key historical figures on the course of history and discuss their motivations. Examine the similarities and differences between various historical empires, including their impact on different regions. Investigate individuals who have shaped history and discuss their contributions to society. 	<ul style="list-style-type: none"> Examine significant historical changes in the UK and the wider world, understanding their causes and consequences. Analyse the causes and consequences of conflicts, revolutions, and other significant historical events. Analyse the cultural exchanges and interactions between different civilizations throughout history. Examine the historical significance of major turning points in world history, such as invasions. 	<ul style="list-style-type: none"> Analyse major historical shifts, such as revolutions or reforms, and assess their long-term effects on society. Evaluate the long-term consequences of historical actions, discussing their influence on the present and future. Evaluate the complex relationships and interactions between nations and cultures in various historical contexts. Evaluate the historical significance of global events and figures, considering their lasting impact on humanity.

Assessment within History

We place great emphasis on the importance of assessing children's knowledge, understanding and skillset within History.

When assessing History, it is first essential to clearly articulate two important areas:

1. The specific endpoint for the unit being delivered,
2. The substantive and disciplinary knowledge to be taught to reach this endpoint.

At Boughton Heath Academy, we have clearly mapped out all endpoints for all the History units to be delivered, before specifying what substantive and disciplinary knowledge is to be taught within each unit to reach this endpoint. It is this knowledge and understanding that we assess children upon, believing accurate assessment can only be a reflection of what is taught to children .

As an organisational tool, the breakdown of this is organised on a single page as can be seen below; with the essential knowledge for each lesson being broken down :

Year 1: History of Chester Zoo: Disciplinary & substantive knowledge			
National Curriculum Links			
Historical context	Chronology	Empire	Interpretation
Changes within living memory. Where appropriate, there should be used to reveal aspects of change in traditional life.	Develop an awareness of the past	Ask and answer questions	Identify different ways in which the past is represented
Significant historical events, people and places in their own locality	Use common words and phrases relating to the passing of time	Understand some ways we find out about the past	
Waypoint			
Substantive Knowledge (I know / know how...)	Disciplinary knowledge (I can...)		
What is history?	<ul style="list-style-type: none"> Make simple statements about the past Use words like "before", "after", "then", "and" to describe the order of events in their study routines. 		
George Muller and his orphanage	<ul style="list-style-type: none"> Identify and describe events in their own lives Use simple words and phrases to describe events in their own lives Use simple words and phrases to describe events in their own lives 		
The local residents	<ul style="list-style-type: none"> Identify and describe events in their own lives Use simple words and phrases to describe events in their own lives Use simple words and phrases to describe events in their own lives 		
Opening of Chester Zoo	<ul style="list-style-type: none"> Identify and describe events in their own lives Use simple words and phrases to describe events in their own lives Use simple words and phrases to describe events in their own lives 		
The first animals	<ul style="list-style-type: none"> Identify and describe events in their own lives Use simple words and phrases to describe events in their own lives Use simple words and phrases to describe events in their own lives 		
Significant events	<ul style="list-style-type: none"> Identify and describe events in their own lives Use simple words and phrases to describe events in their own lives Use simple words and phrases to describe events in their own lives 		
Impact of Chester Zoo	<ul style="list-style-type: none"> Identify and describe events in their own lives Use simple words and phrases to describe events in their own lives Use simple words and phrases to describe events in their own lives 		

Year 4: Ancient Greece: Disciplinary & substantive knowledge			
National Curriculum Links			
Historical context	Chronology	Empire	Interpretation
Changes within living memory. Where appropriate, there should be used to reveal aspects of change in traditional life.	Develop an awareness of the past	Ask and answer questions	Identify different ways in which the past is represented
Significant historical events, people and places in their own locality	Use common words and phrases relating to the passing of time	Understand some ways we find out about the past	
Waypoint			
Substantive Knowledge (I know / know how...)	Disciplinary knowledge (I can...)		
What is history?	<ul style="list-style-type: none"> Make simple statements about the past Use words like "before", "after", "then", "and" to describe the order of events in their study routines. 		
George Muller and his orphanage	<ul style="list-style-type: none"> Identify and describe events in their own lives Use simple words and phrases to describe events in their own lives Use simple words and phrases to describe events in their own lives 		
The local residents	<ul style="list-style-type: none"> Identify and describe events in their own lives Use simple words and phrases to describe events in their own lives Use simple words and phrases to describe events in their own lives 		
Opening of Chester Zoo	<ul style="list-style-type: none"> Identify and describe events in their own lives Use simple words and phrases to describe events in their own lives Use simple words and phrases to describe events in their own lives 		
The first animals	<ul style="list-style-type: none"> Identify and describe events in their own lives Use simple words and phrases to describe events in their own lives Use simple words and phrases to describe events in their own lives 		
Significant events	<ul style="list-style-type: none"> Identify and describe events in their own lives Use simple words and phrases to describe events in their own lives Use simple words and phrases to describe events in their own lives 		
Impact of Chester Zoo	<ul style="list-style-type: none"> Identify and describe events in their own lives Use simple words and phrases to describe events in their own lives Use simple words and phrases to describe events in their own lives 		

Making judgements – formative assessment

When delivering lessons; teachers record notes, comments and reflections they feel pertinent to the formative assessment of their teaching and learning of History, recording these in their feedback files (see right). Such feedback is then delivered at the start of the following lesson, in order for children to recap prior learning undertaken before building upon this; as well as to give them opportunities to address misconceptions develop greater understanding of concepts and what has been taught.

Feedback notes and misconceptions

WP1	WP2	WP3	WP4
WP5	WP6	WP7	

Making judgements – summative assessment

With the unit endpoint in mind, teachers will form a summative assessment for each child within a particular unit. This will be either, working towards / working at / working above the expected standard.

Y1 History: Life when my Grandparents were six - Assessment					
End Points	End Points	End Points	End Points	End Points	End Points
Children emerging into the standard	Children working at the expected standard	Children exceeding the standard	Children emerging into the standard	Children working at the expected standard	Children exceeding the standard
Children emerging into the standard	Children working at the expected standard	Children exceeding the standard	Children emerging into the standard	Children working at the expected standard	Children exceeding the standard

Y2 History: Castles - Assessment					
End Points	End Points	End Points	End Points	End Points	End Points
Children emerging into the standard	Children working at the expected standard	Children exceeding the standard	Children emerging into the standard	Children working at the expected standard	Children exceeding the standard
Children emerging into the standard	Children working at the expected standard	Children exceeding the standard	Children emerging into the standard	Children working at the expected standard	Children exceeding the standard

We define what the expected standard is by listing the essential substantive and disciplinary knowledge children should know in order to achieve this, also articulating what would classify a pupil who may be working below / above this. Teachers record this on a single page at the end of each unit, creating this summative judgement through a culmination of their formative assessments and evidenced work within children's books; against this framework of what is to be taught.