

History Curriculum

Curriculum Intent for History

The History curriculum at Red Lane is designed to create a bridge between today's world and the myriad fascinating worlds of the past, which automatically provokes questions from pupils. Tempered and channelled correctly, its study can turn this naturally occurring curiosity into the development of tools every pupil needs in order to be able to express their thoughts and positively engage with the world around them.

At Red Lane, History is taught as a discrete subject in order that the development of knowledge and skills is taught meaningfully and explicitly. Naturally, links are made to other areas of the curriculum but this does not dilute the quality and entitlement of high quality History teaching.

The school's long term plan for History sets out the content of teaching within in each year group. This is supported by the school's History progression document which demonstrates learning outcomes within each strand of development within a History unit. Short term planning details how this content is developed over a series of lessons within the unit of work. The organisation of the History curriculum provides structured opportunities for pupils to:

- gain a coherent, chronological knowledge and understanding of Britain's past and that of the wider world
- develop a deep understanding of history, by connecting new knowledge with existing knowledge
- contribute to a connected network of ideas and knowledge across the curriculum
- develop and appreciate the cultural capital that they need to succeed in life
- engender an appreciation of human achievement and an understanding of its development
- be introduced to the language and vocabulary of History
- be introduced to key historical skills such as oracy and argument
- make reasoned arguments about historical influences on current development and sustainability issues
- explore how the actions of people in the past have led to some of the global problems we face today
- understand the impact their choices can have on the future
- develop knowledge of other societies, cultures and beliefs
- understand the impact values and beliefs have on the decisions and actions of individuals, organisations and governments, made today

- understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups
- explore their own identity, values and beliefs

Teaching and Learning History

In addition to the conscious structure and design of the History curriculum, great consideration has been paid to the design of the implementation of the curriculum in the classroom. Teaching delivery will vary according to the activities being undertaken, but will follow the principles set out in the Teaching, Learning and Implementation policy and will include class, group and individual instruction and guidance, exposition and demonstration, and the use of questioning and discussion. The following resources and approaches are adopted across all year groups in order to ensure effective delivery of the intended curriculum.

National Curriculum

The national curriculum for history aims 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

Overview of History Content

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery						
Reception						
Year 1	Old & New Toys		History of Little Lever – Local Study		Significant People: Queen Elizabeth	
Year 2	Rosa Parks & other Significant People		Great Fire of London		Victorians	
Year 3	Stone Age		Samuel Crompton – Local Study		Ancient Greece	
Year 4	Romans		The Life of Nelson Mandela		Ancient Egypt	
Year 5	Anglo-Saxons		History of Civil Rights Movement		Mayan Civilization	
Year 6	Vikings	Vikings			World War 2	World War 2

Key Concepts

In order the structure the development of and relationship between knowledge, historical concepts (both **substantive** & **disciplinary**) are threaded throughout the curriculum. Concepts are explicitly taught and linked within units of work. They are revisited throughout the year groups to ensure pupils have a clear understanding of them, make meaningful connections and enable them to be held within long-term memory.

Nine key concepts of history repeat throughout the curriculum. (In brackets, you will see other important related concepts.) These provide lenses through which to consider the different aspects of history:



community & culture - (architecture, art, civilisation, communication, economy, inspiration, myth, settlement, trade)



conflict & disaster - (conquest, liberation, military, peace, fire, war)



exploration & invention - (discovery, progress, tools)



hierarchy & power - (democracy, empire, equality, government, law, monarchy, parliament, slavery, poverty)



cause & consequence



change & continuity



similarity & difference








evidence & interpretation (eye-witness, source)



significance



second order concepts (i.e. those relating to the disciplinary knowledge of history)

Our key concepts, including the second-order concepts of history, were derived in reference to notable work on this subject, including The Historian’s Toolkit and that from The Historical association. In addition, the need to adapt the key concepts for a primary setting was considered. See ‘Progression in Disciplinary Concepts’ for more detail.

<p>Chronological Understanding</p> <p>Please See ‘Progression in Chronology’ document for more detail.</p>	<p>This concepts makes sense of time, the sequence of when things happen, what changed and what continued. The younger children at Red Lane will look at time words such as before, after, now, then, past and present. Older children will look at periods of time and be introduced to more complex terms. All children will begin a topic with a timeline of events showing progression as they are extended backwards through generations.</p>
<p>Cause and Consequence</p> 	<p>This concept shapes historical thinking and understanding. It focuses on why events occurred and why people acted a certain way. Through this concept children will create connections through time. It is also linked to chronology and helps children to recognise change across time.</p>
<p>Change and Continuity</p> 	<p>This concept develops an understanding of the idea that some things change while others old and new stay the same. At Red Lane, younger children will explore this through local history and looking at changes in the town and features of a place. Older children will commonly use this concept when evaluating different civilizations and time periods.</p>
<p>Similarity and Difference</p> 	<p>This concept considers how historians construct arguments about the extent of similarity and difference between places, people and groups in the past</p>
<p>Evidence and Interpretation</p> 	<p>This concept allows children to think about how we understand the past and how we show what the past was like. Our Key Stage 2 pupils will begin to see differences between what may be fact and opinion and construct their own conclusions as to which parts are factual and which are points of view.</p>
<p>Significance of Events</p> 	<p>Significance is how we choose what is most important in history. For KS1 pupils this may be looking at the important parts from a story or say what is important about a picture? For older children the will develop the skill of which parts of history are important and how these significant issues or events have impacted on that period in time, society or the way we live today.</p>

Historical Enquiry	Historical enquiry is key in the history curriculum. Through this concept children learn how to ask questions, select evidence and make judgements about the past. They begin to understand that there can be multiple perspectives to history
Historical Sources	This concept helps children to understand what we use to find out about the past and how we use sources safely. For the children in KS1 this may be extracting information from a picture or artefacts. As the children move up the school sources of evidence may become less obvious or relevant sources of evidence need to be searched for.

Key Stage 1 Unit of Work Example – for a full copy please contact the school

Term:	Y2 – Autumn 1	Key Text(s):	
<p>Key Concepts: hierarchy & power – equality, democracy</p> 	<p>Rosa Parks and other Significant People The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> 1. Understand inspirational people have had a huge impact on society today. 2. Understand that Rosa Parks has a positive influence on society today because she stood up for discrimination and she changed people’s views on racism. <p>This unit studies Rosa Parks and other significant people from different periods of history past who have contributed to national and international achievements.</p> <p>The unit will move through different significant individuals who have had an impact on our history. This unit will focus on Rosa Parks and other significant people who have changed history: Emily Davison, Nelson Mandela, Emily Pankhurst and Florence Nightingale. It will build on ‘Significant People’ knowledge from Year 1 and embed this vocabulary and understanding, including building on their knowledge of rights and equality. Children will use the knowledge learnt in this unit to have a better understanding of developments in discrimination and legacy in Ancient Greece (Year 3), Romans (Year 4), Ancient Egypt (Year 4) and World War 2 (Year 6).</p> <p>End of Unit Outcome: To explain how these significant people have had an impact on our society today.</p>		
<p>Prior Knowledge Requirements</p> <p>Know that history is the study of the past, in particular the changes over time that have occurred within human society (Year 1 – Toys and the Queen).</p> <p>Know that a historical source can provide evidence relating to the events of the past (Year 1 – Toys and the Queen).</p> <p>Know what ‘rights’ and ‘equality’ is – linked to PSHCE, Red Lane Way and FBV.</p>	<p>Key Vocabulary for the unit</p> <p>Right: Something that you are entitled to.</p> <p>Suffragette: A woman seeking the right to vote through an organised protest .E.g. Emily Davison.</p> <p>Campaign: An organised plan to achieve a goal.</p> <p>Segregation: Enforced separation of different groups of people.</p> <p>Race: A group of people who share the same culture.</p> <p>Protest: Expressing that you not agree with something.</p>		



Composite – The Big Idea

Significant people have had a huge impact on society today.

Rosa Parks has a positive influence on society today because she stood up for discrimination and she changed people’s views on racism.

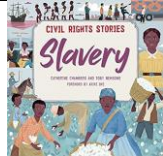


Components – Sequence of Learning

1. Retrieval of previous learning.
Introduce and explore knowledge organiser
Teach new Vocabulary.
2. Introduction of unit in bigger picture of History along with timeline.
Chronological Knowledge – timeline lesson
3. What does discrimination and democracy mean?
4. Who was Rosa Parks?
5. Why was what Rosa Parks did so brave?
6. What is a suffragette?
7. Who was Emily Davison?
8. Why is Emily Davison still remembered today?
9. End of Unit Outcome.
LBQ Question Set

NC Objectives	Chronological Knowledge	Substantive Knowledge	Disciplinary Knowledge
<p><i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</i></p> <p><i>Events beyond living memory that are significant nationally or globally.</i></p> <p><i>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.</i></p>	<p>Know how to put 5 events / objects in the correct order they happened / were made.</p> <p>Know how to use vocabulary to describe the sequence of events: first, next, then, finally, a long time ago, more / less than 100 years ago</p> <p>Use the words past and presently to discuss accurately.</p> <p>Sequence key dates within Rosa Park’s life.</p> <p>Place events/ periods/ people in chronological order from furthest in the past to the most recent.</p> <p>Know that the scale on the timeline shows when things</p>	<p>Know discrimination means treating some people differently from others. Know democracy means allowing citizens to make their own decisions for their own personal lives.</p> <p>Know Rosa Parks risked her life to improve the lives of African Americans. Know that Rosa Parks believed it was wrong that people like her did not have the same rights as white Americans. Life for African Americans was very different when Rosa was growing up. In the Southern United States, they were not allowed to go to the same schools or restaurants as white people. This was called segregation - separating groups of people according to their race, gender or religion.</p> <p>In the face of such racism, Rosa decided to make a stand for what was right. Together with her husband Raymond, she joined the National Association for the Advancement of Coloured People (NAACP), working towards putting an end to discrimination and segregation.</p> <p>But it was on the 1 December 1955 that Rosa truly sparked change. After a long day at work, Rosa boarded the bus home and took a seat. At that time in Montgomery, seats at the front of buses were reserved for white passengers, and the seats at the back for black passengers. The bus quickly filled up and when a white man boarded, the driver told the African American passengers to give up their seats for him. Whilst the other black passengers obeyed, Rosa did not. The result? Rosa was arrested by</p>	<p>Significance – What influence did Rosa Parks have on society?</p>  <p>Evidence & interpretation</p>  <p><u>Historical Sources</u> Use artefacts to ask questions about the past (who, what, why, where, when).</p> <p>Know what artefacts in the past may have been used for.</p> <p>Use a wide range of information to answer questions about the past.</p> <p><u>Historical Enquiry</u></p>

	<p>happened and how long they lasted.</p> <p><i>Practise Sequencing</i> <i>Introduce Scale</i> <i>Introduce Interval</i> <i>Introduce Duration</i> See Progression In Chronology Document</p>	<p>the police and fined for breaking segregation laws! But Rosa refused to pay, and argued that it was the law that was wrong, not her behaviour.</p> <p>The Suffragettes were a women's suffrage movement in Britain, aiming to achieve 'Votes For Women', or to enable women to vote. The word 'suffrage' means having the right to vote in political elections. The Suffragettes campaigned for women to have this right. They changed history – Know that children and women have rights today and how these rights have changed from the past.</p> <p>Emily Davison was born in 1872 in London, England. Know that she wanted to improve the lives of women and fought so that they would be treated the same as men. She often broke the law and put her life in danger for what she believed in. Know life for women during Davison's lifetime was very different from today. Men had more rights than women, including the right to vote in elections. (Rights are the things that everyone is entitled to do or have. e.g. the right to be safe, the right to a good education.) Know that Emily Davison and other suffragettes thought this was wrong. A suffragette was a woman who was involved in the campaign for women to have the right to vote. A campaign is a planned set of activities that people carry out over a period of time in order to achieve change.</p> <p>Emily Davison became a suffragette. Many suffragettes believed in breaking the law to win more rights for women. Know that Davison even used violence and many suffragettes disagreed with her extreme ideas. Some suffragettes set fire to the houses of important people in government and even planted bombs. In 1911, Emily Davison hid inside the Houses of Parliament. Women could not become Members of Parliament (someone who is elected to sit in parliament and helps to make laws) until 1918. From 1918, women over 30 began to be able to vote. In 1928, women had the same voting rights as men. Suffragettes risked being arrested to draw attention to their beliefs. Davison was sent to prison several times because of her protests, along with other suffragettes. Many people did not agree with the way that the Suffragettes used violence to change the law. The Suffragettes helped to make society more equal for women.</p> <p>Understand other inspirational people have had a huge impact on society today.</p>	<p>Use various tools to research such as books and the internet to find information about the past.</p> <p>Begin to appreciate the validity of sources e.g. memories might not always be reliable, one person's interpretation might not be the same as another person's interpretation.</p> <p>Understand the difference between primary and secondary sources.</p>
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Key Stage 2 Unit of Work Example – for a full copy please contact the school

Term:	Y5 – Spring 1	Key Text(s):	
<p>Key Concepts: hierarchy & power – equality, democracy, government, slavery</p>  <p>conflict & disaster – liberation, peace</p> 	<p>History of the Civil Rights Movement</p> <p>The aim of this unit is for pupils to:</p> <ol style="list-style-type: none"> To understand that Martin Luther King Jr had a huge impact when standing up for civil rights. To understand that the battle for civil rights for all human race is still ongoing today. <p>This is the history unit in Year 5 that explores the racial discrimination and the fight for equal rights for black people through the years 1954-1968. This unit covers the events and circumstances leading up the Civil Rights Movement and how Martin Luther King Jr’s involvement helped to make progress towards integration. The topic revisits the segregation of black and white people during these years- how black children could not attend school with white children, black people and white people could not marry and how black and white people could not eat in the same restaurant- which were all of a few aspects that led up to the Civil Rights Movement.</p> <p>The unit will revise aspects from ‘Nelson Mandela’ (Year 4) and also ‘Inspirational People’ (Year 2), which has a focus on Rosa Parks and her part in the Civil Rights Movement. Knowledge of the past is constructed from a range of sources. It can also be discussed and revised how the same discrimination and segregation was happening in different parts of the world at the same time and how Nelson Mandela (Year 4) fought against oppression in South Africa which led to 27 years of imprisonment for standing up for the rights of black people. He eventually gained his freedom and became the first black President of South Africa.</p> <p>End of Unit Outcome: Why is the Civil Rights movement still important today?</p>		
<p>Prior Knowledge Requirements</p> <p>Know that Rosa Parks fought for civil rights (Year 2 – Significant people).</p> <p>Be familiar with the words discrimination and segregation (Year 2 – Significant people and Year 4 – Nelson Mandela).</p> <p>Know that Nelson Mandela also fought for Civil Rights (Year 4 – Nelson Mandela).</p>		<p>Key Vocabulary for the unit</p> <p>Civil Rights: The rights of citizens to political and social freedom and equality.</p> <p>Discrimination: Treating some people differently from others.</p> <p>Segregation: Keeping people apart – one group is treated unfairly.</p> <p>Protest: An event or action where people gather with others to publicly express their opinions about something that is happening in society.</p> <p>Martin Luther King Jr: An American campaigner for the fair and equal treatment of all people and an end to racial discrimination.</p> <p>Boycott: The act of refusing to buy, or engage the services of an organisation or person.</p> <p>Racism: When people are treated unfairly because of their skin colour or background.</p> <p>Black Lives Matter Movement: A social movement dedicated to fighting racism and anti-Black violence.</p> <p>I have a dream: The name of a speech Martin Luther King Jr gave on August 28, 1963 while standing on the steps of the Lincoln Memorial in Washington, D.C.</p>	

Composite – The Big Idea

Civil rights is a movement that has been going on for many years to ensure that everyone is treated equally and fairly.

Components – Sequence of Learning

1. Retrieval of previous learning.
Introduce and explore knowledge organiser
Teach new Vocabulary.
2. Introduction of unit in bigger picture of History along with timeline.
Chronological Knowledge – timeline lesson
3. What is the Civil Rights Movement?
4. Who was Martin Luther King Jr?
5. Why was Martin Luther King Jr’s speech so important?
6. What was the Bristol Bus Boycott in 1963?
7. What was the Black Lives Matter Movement?
8. End of Unit Outcome.
LBQ Question Set

NC Objectives

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.

They should understand how our knowledge of the past is constructed from a range of sources.

Chronological Knowledge

Draw a timeline to show an understanding of civil right movements.

Draw a timeline to detail some key dates linked to the study of the Martin Luther.

Understand that a gap between events/ periods reminds us that history is not just a long list. Show periods of history on a timeline accurately.

- Independent Sequencing
 - Independent Scale
 - Independent Interval
 - Independent Duration
 - Independent Concurrence and Interaction
 - Practise Overview and Depth
- See Progression In Chronology Document*

Substantive Knowledge

1955: Rosa Parks did not give up her seat to a white passenger on a bus in Alabama. This began the Montgomery Bus Boycott.
1955: On December 5, Dr. Martin Luther King Jr, leads the boycott.
1956: The Montgomery Bus Boycott ends in December. Buses were now fully integrated.
1959: Martin Luther King Jr, leads a non-violent sit-in at ‘Rich’s’, a ‘whites-only’ restaurant. All 51 protesters were arrested for trespassing.
1963: On April 16, Martin Luther King Jr, writes "Letter from a Birmingham Jail" where he responded to white ministers from Alabama who begged him to end the protests.
1963: March in Washington D.C. where nearly 250,000 attended. Martin Luther King Jr delivered the famous "I have a dream" speech in front of the Lincoln Memorial.
Know that this statue (from Lincoln Memorial, Washington, USA) shows Abraham Lincoln who was the president of United States of America in the 1860s and is famous for abolishing slavery. Understand the link between the abolition of slavery and the work of Martin Luther King Jr.
1964: Martin Luther King Jr, was awarded the Nobel Peace Prize
1968: Martin Luther King Jr, was assassinated.
Know that when someone important is assassinated, they are murdered as a political act. Know that Historians disagree with who shot Martin Luther King Jr although James Earl Ray confessed to the crime and then later retracted his confession.

Disciplinary Knowledge

Significance – Why is BLM important?



Cause & consequence – What is the impact of the Civil Rights Movement today?



Evidence & interpretation



Historical Sources

- Confidently use the library and the internet for research.
- Give clear reasons why there may be different accounts of history.
- Select reliable sources of information to answer questions.

		<p>Know that there was a long history of racial discrimination in the United States Of America. Many African Americans were used as slaves by rich landowners.</p> <p>Know that slavery in America began in 1619, when a Dutch ship brought 20 African slaves ashore in the British colony of Jamestown, Virginia.</p> <p>Know that landowners used African slaves throughout the 17th Century (1601-1700) as a cheap and plentiful supply of labour.</p> <p>Know that legal slavery ended in 1863 when President Abraham Lincoln issued an Emancipation Proclamation. Know that, despite changes to the law, black people were still often seen as inferior to white people and so racism continued.</p> <p>The races were still segregated in many different ways including having:</p> <ul style="list-style-type: none"> ● Separate swimming pools ● Separate schools ● Separate entrances at the cinema ● Separate water drinking fountains ● Separate places to sit on public buses/trains This was called segregation. <p>Know Martin Luther King Jr was an American campaigner for the fair and equal treatment of all people and an end to racial discrimination.</p> <p>Know that Martin Luther King Jr was appointed president of the Montgomery Improvement Association which led the boycott of the Montgomery bus services. (A boycott is where you stop using goods or services to bring about a change.)</p> <p>Martin Luther King Jr was a very brave man who believed in non-violent protest. During the course of his campaign his house was bombed, he was arrested on numerous occasions.</p> <p>He was the youngest-ever person to win the Nobel Peace Prize.</p> <p>Know he was a very powerful orator (speech maker). His most famous speech, I Have A Dream, was delivered to an audience of 250,000 people.</p> <p>He died at the age of 39.</p> <p>Know the meaning of the following speech extract from Martin Luther King Jr 1963 'I have a dream' speech - "I say to you today, my friends, that in spite of the difficulties and frustrations of the moment, I still have a dream. It is a dream deeply rooted in the American dream. I have a dream that one day this nation will rise up and live out the true meaning of its creed.</p> <p>Know that a bus boycott took place in Bristol in the UK in 1963.</p> <p>Know that the company who owned the buses used in Bristol refused to employ drivers who were Black or Asian.</p>	<ul style="list-style-type: none"> ● Understand that some evidence is opinion or misinformation and this affects interpretations of history. <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> ● Use a range of different sources to piece together understanding about key events or periods of time in history. ● Be able to use historical sources to find similarities and differences between two or more periods studied
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		<p>Know that many people refused to use the buses for four months during the protest to show their support for the Black and Asian people who were refused jobs.</p> <p>Know that the protestors were inspired by Rosa Park's boycott in Montgomery.</p> <p>Know that the boycott was successful in changing the company policy so that Asian and Black drivers were able to work as bus drivers. This decision was made coincidentally on the same day that Martin Luther King Jr delivered his 'I have a Dream' speech in USA.</p> <p>Know that the Bristol Bus Boycott was considered by some to have been influential in the passing of the Race Relations Act 1965 which made "racial discrimination unlawful in public places" in UK law.</p> <p>Know that the Black Lives Matter movement helps fight discrimination toward people of colour. The movement began in 2013. It is sometimes called BLM.</p> <p>Know the Black Lives Matter movement has many goals. The movement works to fight racism and to help make sure that Black people are treated fairly.</p> <p>The movement also works to help end violence toward Black people. Injustice toward Black people has been going on for a long time.</p> <p>The Black Lives Matter movement organized protests in cities throughout the world, and these protests helped to identify the need for justice and change.</p> <p>The movement has caused people to talk about how to make the world a more just and equal place for people of colour.</p>	
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