

History



Coastal Together
Federation of Schools

Instil | Understand | Learn | Become

History

Our 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.

Key Knowledge:

Our CT 'Know and Remembers'

We ensure that children know and remember key facts and information so that they can be successful in the subject they are learning. Children learn best when they are able to connect, retrieve and rehearse. Our lessons ensure that children have the opportunity to do all three of these things through carefully planned sequences of learning.

Key Skills:

Our CT Skills

Skills is a learned ability to do something well. Children at the Coastal Together Federation learn skills alongside knowledge. They have opportunities to practice and rehearse skills so that they are able to apply and make links between learning.



| Invaders and Settlers: Anglo Saxons (KS2) | Invaders and Settlers: Vikings (KS2) |
|--|---|
| <u>Know and understand that:</u> <ul style="list-style-type: none">- By 650 AD there were seven separate kingdoms all ruled by a King.- Each king ruled a kingdom and led a small army.- The Anglo-Saxon kings were from ruling families who passed their power on to their children. | <u>Know and understand that:</u> <ul style="list-style-type: none">- Viking societies were governed by local assemblies called Things. They discussed important political matters, made laws and decided on punishments if laws were broken.- Free Vikings were all allowed to attend and speak at these. They were usually held once a year. |

Our Substantive Concepts



Planned, systematic encounters with substantive concepts in specific contexts enables children to make progress in History. Making links and connections between specific contexts helps children build upon their schemata and develop a rich web of knowledge across time. These concepts are particularly important to pupils' understanding of new material. A pupil might come across the terms 'invasion', 'monarch' or 'tax' in every year of school history. They will then be able to draw on their secure knowledge of these concepts repeatedly in a number of different contexts. Pupils who do not have knowledge of these concepts will be less able to understand and learn new material.

Abstract ideas are best learned through repeated encounters in specific, meaningful contexts. Substantive concepts are not simply 'definitions' of important terms. They have particular meanings in different contexts. First, they have a particular meaning when used in the context of a historical narrative or argument. Second, they often have meanings that are specific to particular periods or places.

To learn about the past, pupils will often need knowledge of the particular meaning of some specific concepts in different time periods.

To secure pupils' progress, a high-quality curriculum is likely to prioritise developing knowledge of concepts that will have the maximum impact on all pupils' capacity to learn the future curriculum. This might include:

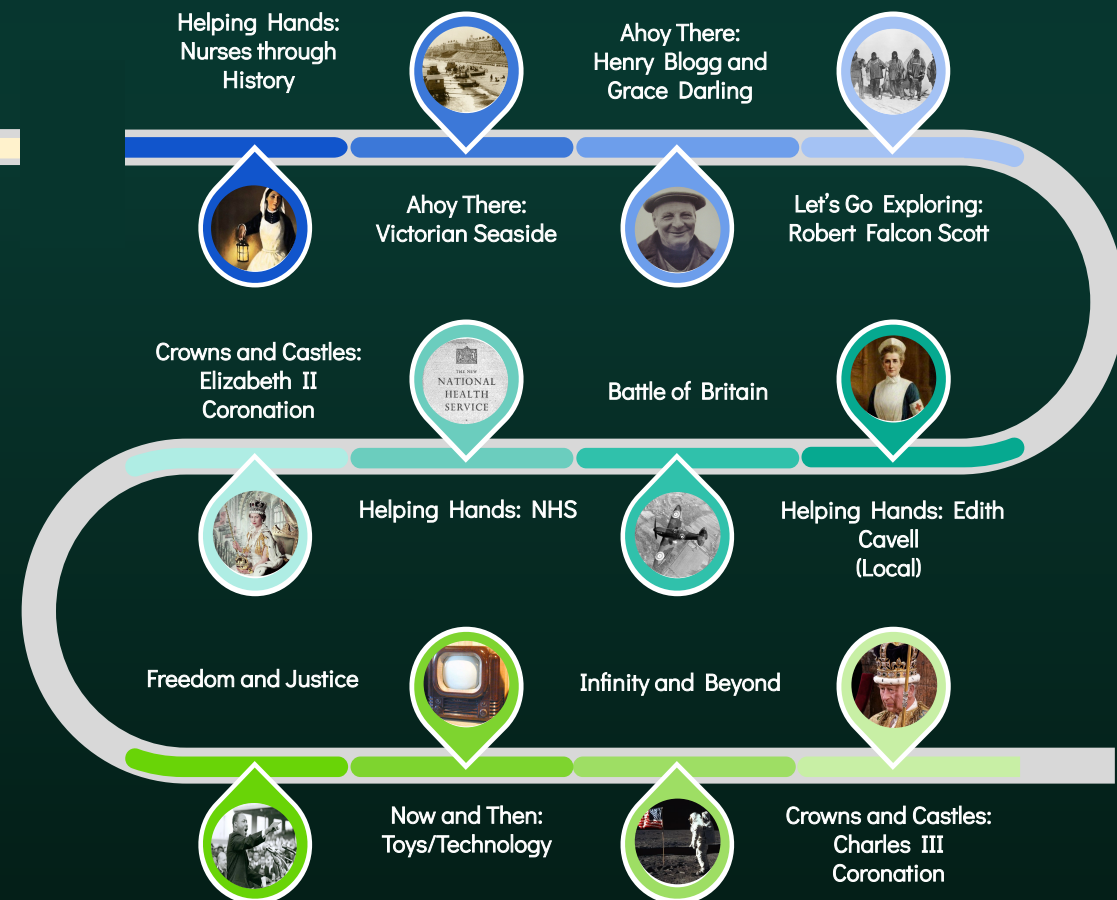
- pre-teaching or earlier encounters with concepts
- assessments to check pupils' security with these concepts
- intervention to address gaps or misconceptions



| Substantive Concepts | | | | | | | | | |
|----------------------|----------|----------------------|---------------------|----------------------------|-------------|---------------------|-----------|------------------------------|-----------|
| Growth (Economic) | | Power (Political) | | Movement (Geographical) | | Society (Social) | | Discovery (Technological) | |
| Trade | Currency | Government/Monarchy | Empire/Civilisation | Settlement | Exploration | Wealth/Poverty | Childhood | Progress | Invention |
| Resources | | Democracy | Conflict | Invasion | Migration | | | Ingenuity | |



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EYFS: MIS and Freethorpe



| Area of Curriculum | | Autumn 1 'All About Me' | Autumn 2 'Places' | Spring 1 'People' | Spring 2 'Past and Present' | Summer 1 'All Creatures Great and Small' | Summer 2 'Growing' |
|---|--|---|----------------------|---|--|---|-----------------------|
| Understanding the World: History | Taught through direct teaching | <p>Can I talk about members of their immediate family and community by telling adults what their family likes and dislikes?</p> <p>Can I talk about what they do when they are at school?</p> <p>Can I share something from home to tell you more about their family?</p> <p>Can I answer questions about their family?</p> <p>Can I name and describe people who are familiar to them (for example members of staff from school and their roles and what people in our community do to help us)?</p> | | <p>Can I compare and contrast characters from stories, including figures from the past (for example, talk about characters, retell fairy tales/traditional tales, tell a story from the past, talk about the present)?</p> <p>Can I talk about similarities and differences between themselves, others, and among families, communities and traditions?</p> | <p>Can I identifies similarities and differences of objects and artefacts (old and new)?</p> <p>Can I comment on images of familiar situations in the past by exploring old artifacts and telling adults why they are old?</p> <p>Can I talk about some of the things they have observed?</p> <p>Can I question why things happen and give explanations?</p> <p>Can I talk about past and present events in their own lives and the lives of family members?</p> <p>Can I sequence photographs from different parts of their life?</p> <p>Can I match objects to people of different ages?</p> <p>Can I sort events or objects into groups (old and new / then and now)?</p> <p>Can I explain that information can be retrieved from books/computers/ipads?</p> <p>Can I compare and contrast characters from stories, including figures from the past (for example, talk about characters, retell fairy tales/traditional tales, tell a story from the past, talk about the present)?</p> | | |
| | Taught through continuous provision/enhanced provision | <ul style="list-style-type: none"> Orally explain or tell a story (with or without role play) about a significant historical event that has taken place or reoccurs yearly. Know that information can be retrieved from books/computers/ipads. | | | | | |



KS1: Second Order Concepts



Concepts

| KS1 | | | | | |
|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|----------------------------|
| Year A | | | Year B | | |
| Once Upon a Time | Let's Go Exploring | Crowns and Castles | Celebrations | London Calling! | Local Study: Ahoy There! |
| Geography Focus | Cause and Consequence | Similarity and Difference | Geography Focus | Cause and Consequence | Similarity and Difference |
| | a, b | b | | a, b | a, b |
| | Similarity and Difference | Historical Enquiry | | Chronology | Significance |
| | a | d, e, f, g | | a, b, c, d, e | a, b, c |
| | Chronology | | | Historical Enquiry | Historical Enquiry |
| | a, b, c, d, e | | | e, d, f, g | a, b, c, e |
| | Change and Continuity | | | Historical Interpretation | Historical Interpretation |
| | a, b, c | | | a, c | b, c |
| | Significance | | | | |
| | a, b, c | | | | |
| | Historical Enquiry | | | | |
| | a, b, c, e | | | | |
| | Historical Interpretation | | | | |
| | a, b, c | | | | |
| Year C | | | Year D | | |
| Let's Fly Away | Way Down Under | Infinity and Beyond | Then and Now | Bright Lights, Big City | Local Study: Helping Hands |
| Cause and Consequence | Geography Focus | Similarity and Difference | Similarity and Difference | Geography Focus | Cause and Consequence |
| a, b | | a | b | | a, b |
| Similarity and Difference | | Chronology | Chronology | | Similarity and Difference |
| b | | a, b, c, d, e | a, b, c, d, e | | a |
| Significance | | Change and Continuity | Change and Continuity | | Significance |
| a, b | | a | a, b, c | | a, b, c |
| Historical Enquiry | | Significance | Historical Enquiry | | Historical Enquiry |
| d, e, f | | a, b, c | a, b, c, d, e, f, g | | d, e, f |
| Historical Interpretation | | Historical Enquiry | Historical Interpretation | | Historical Interpretation |
| b, c | | a, b, c, e, f, g | b | | a, c |
| | | Historical Interpretation | | | |
| | | a, c | | | |

KS2: Second Order Concepts



| KS1 | | | | | | | | | | | |
|---------------------------|---------------------|-------------------------|---------------------------|--------------------------------------|---------------------------|---------------------------------------|---------------------------|--|------|-------------------------|-----------------|
| Year A | | | | | | Year B | | | | | |
| From Stones to Steel | | Resourceful Rainforests | | Ancient World: Walk Like an Egyptian | | British History: The Romans and Celts | | British History: Invaders and Settlers | | Local Study: The Broads | |
| LKS2 | UKS2 | Geography Focus | LKS2 | UKS2 | LKS2 | UKS2 | LKS2 | UKS2 | LKS2 | UKS2 | Geography Focus |
| Cause and Consequence | | | Cause and Consequence | | Cause and Consequence | | Cause and Consequence | | | | |
| | | | | | a, b, c, d, e | a, b, c, d, e, f | | | | | |
| Similarity and Difference | | | Similarity and Difference | | Similarity and Difference | | Similarity and Difference | | | | |
| | | | a, b, c | a, b, c | a, b, c | a, b, c | | | | | |
| Chronology | | | Chronology | | Chronology | | Chronology | | | | |
| a, b, c, d | a, b, c, d, e | | | | a, b, c, d | a, b, c, d, e | | | | | |
| Change and Continuity | | | Change and Continuity | | Change and Continuity | | Change and Continuity | | | | |
| a, b, c, d, e, f | a, b, c, d, e, f, g | | | | a, b, c, d, e, f | a, b, c, d, e, f, g | | | | | |
| Significance | | | Significance | | Significance | | Significance | | | | |
| a, b, c | a, b, c | | | | a, b, c | a, b, c | | | | | |
| Historical Enquiry | | | Historical Enquiry | | Historical Enquiry | | Historical Enquiry | | | | |
| | | | a, b, c, d, e, f, g, h | a, b, c, d, e, f, g | | | a, b, c, d, e, f, g, h | a, b, c, d, e, f, g | | | |
| Historical Interpretation | | | Historical Interpretation | | Historical Interpretation | | Historical Interpretation | | | | |
| | | | | a, b, c, d | a, b, c, d, e, f, g | | | | | | |

KS2: Second Order Concepts



| Year C | | | | | | Year D | | | | | |
|------------------------------------|---------------------|-------------------------|------|-------------------------------|---------------------|--------------------------------------|---------------------|-------------------------------------|---------------------|------------------------------|------|
| British History: Battle of Britain | | Guardians of the Planet | | Ancient World: Ancient Greece | | British History: Freedom and Justice | | Ancient World:The Mysterious Mayans | | Local Study: Coastal Norfolk | |
| LKS2 | UKS2 | LKS2 | UKS2 | LKS2 | UKS2 | LKS2 | UKS2 | LKS2 | UKS2 | LKS2 | UKS2 |
| Cause and Consequence | | Geography Focus | | Cause and Consequence | | Cause and Consequence | | Cause and Consequence | | Geography Focus | |
| a, b, c, d, e, | a, b, c, d, e, f | | | | | | | | | | |
| Similarity and Difference | | | | Similarity and Difference | | Similarity and Difference | | Similarity and Difference | | | |
| | | | | a, b, c | a, b, c | | | a, b, c | a, b, c | | |
| Chronology | | | | Chronology | | Chronology | | Chronology | | | |
| | | | | a, b, c, d | a, b, c, d, e | | | a, b, c, d | a, b, c, d, e | | |
| Change and Continuity | | | | Change and Continuity | | Change and Continuity | | Change and Continuity | | | |
| a, b, c, d, e, f | a, b, c, d, e, f, g | | | | | a, b, c, d, e, f | a, b, c, d, e, f, g | | | | |
| Significance | | | | Significance | | Significance | | Significance | | | |
| a, b, c | a, b, c | | | | | a, b, c | a, b, c | | | | |
| Historical Enquiry | | | | Historical Enquiry | | Historical Enquiry | | Historical Enquiry | | | |
| | | | | a, b, c, d, e, f, g, h | a, b, c, d, e, f, g | | | a, b, c, d, e, f, g, h | a, b, c, d, e, f, g | | |
| Historical Interpretation | | | | Historical Interpretation | | Historical Interpretation | | Historical Interpretation | | | |
| a, b, c, d | a, b, c, d, e, f, g | | | | | a, b, c, d | a, b, c, d, e, f, g | | | | |