



# History at Malin Bridge

'History is the study of the past through exploring primary and secondary sources of evidence. History helps make sense of particular events, time periods or groups of people and how they influence the present'



"History is memorable moments and notable people from the past"

Annie Y6

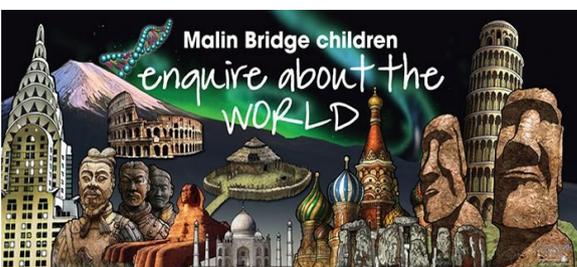
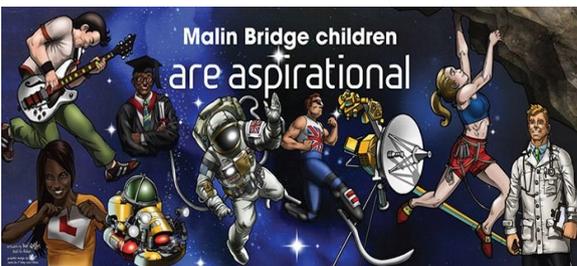


## Vision

Through a high quality history curriculum pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It inspires pupils' curiosity to know more about the past. Teaching equips pupils to ask perceptive questions, **think critically, weigh evidence, sift arguments**, and develop **perspective** and **judgement**. Pupils understand the historical complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

*Good is not enough if it can be better and better is not enough if it can be best.*

AT MALIN BRIDGE PRIMARY OUR PUPILS...



## Intent

For pupils to **remember key historical facts**.

Pupils to use historical knowledge and facts to develop **rich and complex schemas** to understand the narrative of the past and how the past has shaped the present.

Develop an understanding of how **historians** approach making sense of the past.

Prepare pupils for **future historical learning** and **careers** beyond Malin Bridge.



# Historical Concepts

These historical concepts are at the heart of the history curriculum at Malin Bridge. The concepts have been carefully selected to ensure pupils not only remember historical facts but are able to understand and make sense of the past and think critically about history as a discipline.

## SUBSTANTIVE CONCEPTS

CHRONOLOGY / POWER AND PRIVILEGE / CIVILISATION

Substantive concepts develop secure chronological knowledge as well as knowledge of broader concepts such as power, invasion, civilisation and society and culture.

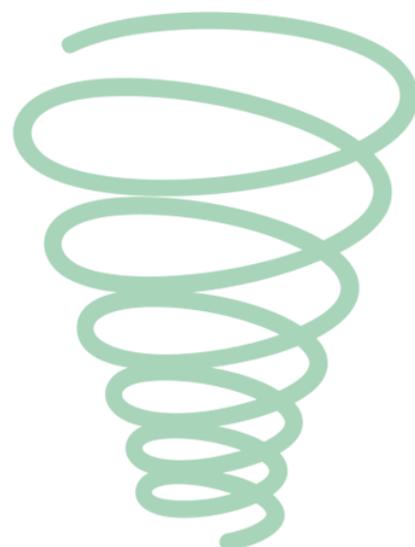
## DISCIPLINARY CONCEPTS

CONTINUITY AND CHANGE / REPRESENTATION AND BIAS /  
CAUSE AND CONSEQUENCES / SOURCES OF EVIDENCE / HISTORICAL SIGNIFICANCE

Disciplinary concepts including historical enquiry focus on history as a discipline. These concepts help pupils contextualise the knowledge by compare and contrast historical periods and events ; recognising patterns of continuity and change over time and exploring reasons behind historical events including developing pupils understanding of how historians study the past and the skills and sources of evidence used.

Pupils develop their understanding of these concepts through meaningful examples and repeated exposure in a range of historical contexts from EYFS to Y6, including the integrated resource. The 3D approach of the curriculum design ensures these concepts are revisited and built upon across other subjects areas and all key stages. Over time pupils schemata will grow to develop a complex and rich understanding of these concepts.

See the **Curriculum Booklet** for more information about the 3d curriculum.



The breadth, depth and progression of History at Malin Bridge has been captured within the *History Subject Story*. This document details how the chosen historical areas of study, ensure all pupils develop a comprehensive view of history whilst mastering substantive and disciplinary historical knowledge and a deep understanding of key concepts.

By the end of studying History at Malin Bridge, children will be able to answer questions such as:

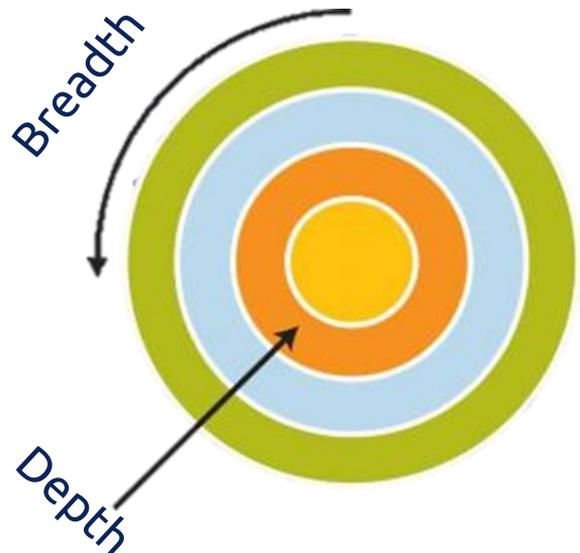
- Can you place the time periods studied in chronological order?
- How has power and privilege influenced a time period you have studied?
- How has society been influenced by early civilizations?
- How has British history been affected by continuity and change?
- Using examples from a range of time periods, how has bias affected the way history has been represented?
- How has British or world history been affected by the theme of causes and consequences?
- Using examples from a range of time periods, how has architecture changed in Sheffield?



Key Concepts	Associated vocabulary
Chronology	Timeline, modern era, ancient, era, BC/AD, BCE/CE, medieval, century, decade
Power and privilege	monarchy, dictator, privilege, white supremacy, government, racism, persecution, exploitation, reign, diversity
Civilization	legacy, artefact, similarities, differences, architecture, lifestyle, culture
Continuity and change	migration, immigrant, immigration, conquer, political, social, technological, similarities, differences
Representation and bias	perspective, discrimination, source analysis, similarities, differences, racism, persecution, diversity
Causes and consequences	war, peace, political, social, religious, migration, immigrant, immigration

## Breadth and Depth

All History units across the curriculum ensure pupils explore history through the repeated exposure of eight concepts: *Chronology; Power and Privilege; Civilisation; Continuity and Change; Representation and Bias; Causes and Consequences; Sources of Evidence and Historical Significance*. The range of units ensures pupils are exposed to diverse perspectives that highlight the contributions and experiences of various groups, including women, indigenous people and marginalised communities. The inclusion of global history, as well as national and local history provides pupils the opportunity to explore connections across the world as well as making history relevant to their own lives and their community. Anchoring the curriculum around history as enabled interdisciplinary connections with other subjects to support, develop and deepen pupils understanding of substantive and disciplinary knowledge. The careful selection of which history units will be taught where and when, develops pupils generative knowledge enabling them to learn more, do more and remember more. Each unit acts as a building block to ensure the knowledge and concepts learned directly built on previous units and lay the foundations for what pupils will go on to learn both within Malin Bridge and KS3. All History units are aligned with the national curriculum and therefore enable children to meet the end of key stage attainment targets.



# Knowledge

## SUBSTANTIVE KNOWLEDGE

Information and facts about the past including people, events, dates and places.

## DISCIPLINARY KNOWLEDGE

How historians learn about the past and construct their understanding of it.

**'SUBSTANTIVE AND DISCIPLINARY KNOWLEDGE ARE MUTUALLY BENEFICIAL. AN AFFECTIVE CURRICULUM REQUIRES BOTH STRANDS TO BE INTENTIONALLY TAUGHT AND LEARNED'**

Within the History curriculum both substantive and disciplinary knowledge are intentionally deployed in combination with each other which gives pupils the skills to construct historical arguments or analyse sources. The skills sheets ensure pupils use their disciplinary approaches within lessons to shape their knowledge of the past in order for it to stick and become knowledge. Similarly, the clear and prescribed knowledge sheets, places disciplinary knowledge in a meaningful and purposeful context and ensures pupils have sufficient knowledge of the period, people and events to reasons and form opinions.

### THE ROMANS UKS2 Knowledge

AS PART OF THE HISTORY ASPECTS, CHILDREN WILL KNOW:

#### Chronology

- During the time of the growth of Rome the **civilisations** of Ancient Greece and Ancient Egypt were also existing
- The Roman Empire was founded by Romulus (one of twin brothers-Romulus and Remus) in 753BC
- 43-84 BC Romans **invade, conquer and rule** over Britain (they do so for approx. 367 years)
- The Iron-Age ended in Britain when the Romans invaded
- The people living in Europe during the Iron-Age are known as Celts; this culture lives on today
- 476AD Fall of Rome-Germanic armies invade and over throw final emperor, Augustulus

#### Rise and fall of the Romans

- Julius Caesar was the first official Roman leader and had a long career in both **politics** and as a military commander, Caesar entered the Senate and he was the **'Imperator'** of the Roman Empire for a year before he was **assassinated** by political enemies
- Whilst building **allies** in Egypt, he fell in love with the queen of Egypt, Cleopatra. He helped her to become **pharaoh** and had a child named Caesarion with her
- Most Celts continued to speak their **native** language (Gaelic) whilst Romans spoke Latin and Greek. Tribal leaders continued to control their own lands as long as they paid the Roman taxes
- In 43AD the Iceni tribe led by Boudicca started a **rebellion** and members of other tribes joined them. Finally, Boudicca was defeated by a Roman army. Many Britons were killed and Boudicca is thought to have poisoned herself to avoid capture
- There are various reasons for the fall of Rome
  - The **politicians** and rulers of Rome became more and more **corrupt**
  - Infighting and **civil wars** within the Empire
  - Attacks from Germanic tribes outside of the empire such as the Visigoths, who eventually killed the final emperor of Rome
  - The Roman army was no longer a dominant force
  - The Empire became so large it was difficult to **govern**

Knowledge Sheets identify the substantive knowledge to be taught within a unit of work.

### UKS2 HISTORIANS

Over UKS2, children's learning in history should include the following:

- ✓ The Roman Empire and its impact on Britain
- ✓ A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- ✓ A non-European society that provides contrasts with British history – early Islamic Civilization

BY THE END OF UKS2, A CHILD ATTAINING TYPICALLY WILL BE ABLE TO:

- Describe the characteristic features of the past, including ideas, beliefs (including religions), attitudes and experiences of men, women, children and POC
- Describe the main changes in a period of history (using terms such as social, religious, political, technological and cultural), compare times of rapid change with times of relatively little
  - Suggest causes and consequences of some of the main events and changes in history
- Show an awareness of the concept of propaganda (including fake news) and how historians must understand the social context of evidence studied
  - Design and carry out an enquiry based on a hypothesis, selecting appropriate sources of evidence and giving reasons for choices so they deduce information from them to justify claims about the past

Skills Sheets identify the disciplinary knowledge to be taught within a unit of work.



# Knowledge Organisers

Knowledge organisers are produced centrally to ensure consistency in terminology across school; this helps pupils to commit learning to their long-term memories. They also act as a prompt for previously studied units which support the current topic, as well as vocabulary support. Pupils use knowledge organisers in lessons and as part of their retrieval practise at other times.

*Additional knowledge organisers are available upon request.*

**Timeline**

World History: Ancient Greece (776BC-146BC)

British History: Ice-Age (10,000BC), Stone-Age (10,000BC-2,500BC), Bronze-Age Britain (2,500BC-800BC), Iron-Age Britain (800BC-43AD), Roman Britain (43-410AD), Vikings (793-1066), Anglo-Saxons (450-1066), The Stuarts (1603-1714), Victorians (1837-1901)

**Key Figures**: Alexander the Great (356BC - 323BC)

**Sources of Evidence**: Primary Sources: Pottery, Tiles

**Key Concepts**: chronology, civilisation, architecture, power and privilege

**Star Words**

architecture	democracy
artefact	empire
ancient	hierarchy
civilization	legacy
conquer	

Prior units that will help me...: Dinosaurs, Hot and Cold, Weather

**Concept Questions**

By the end of the unit, we will be able to answer questions like these:

What legacies from Ancient Greek **civilisation** still exist in the world today?

How has **architecture** changed or stayed the same in Greece?

How did the **power and privilege** of men effect how women voted in Ancient Greece?

**History**

**SPACED RETRIEVAL**

EYFS Dinosaurs	Key Concepts			
KS1 Ice-Age to Iron-Age	KS1 Victorians	KS1 Great Fire of London	KS1 The Brilliance of Bread	KS1 Ancient Greece
LKS2 Ancient Egypt	LKS2 Kingdom of Benin	LKS2 Invaders and Settlers	LKS2 Tudor England	
UKS2 First Nations	UKS2 North America	UKS2 Identity & Inequality	UKS2 Islamic Empire	UKS2 The Romans

**CONCEPT QUESTION**

Key Concepts

**How has power and privilege influenced a time period you have learnt about?**

# Spaced Retrieval

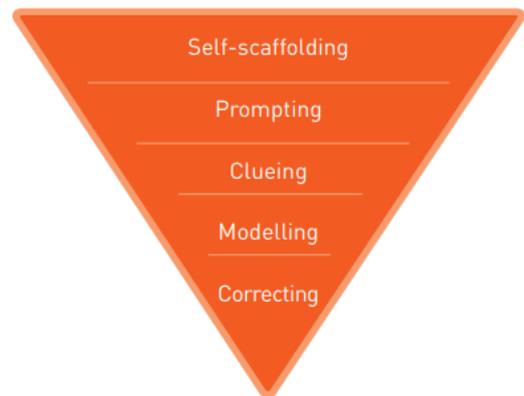
The History retrieval flipchart provides teachers with an effective way of building pupil's long term memory. It has been meticulously designed to span content from Early Years to Y6, allowing pupils to recall key learning. This method is about fostering deep comprehension and ensuring that knowledge is retained in long-term memory. By revisiting and recalling information at spaced intervals, pupils build stronger cognitive connections, making the information more readily accessible when they need it most.

Other resources used for retrieval practise include:

- recap stickers
- knowledge organiser recaps
- mini quizzes
- partner recap tasks
- last lesson/last week/last unit/last year reviews

# Scaffolding and Stretching

Teachers are highly skilled in adapting lessons to ensure they cater to the diverse learning needs of pupils. For those who need additional support and scaffolding, teachers and support staff use a range of techniques. These include providing more time to grasp concepts through pre-teach session and extended practise, using bespoke visual resources to support understanding, dual coding information, use of Kagan® structures to aid children's ability to formulate responses, use of knowledge organisers to aid recall of key information, adapted tasks and the opportunity to work with an adult or peer(s). For early graspers who quickly understand new concepts, teachers and support staff provide routine opportunities to extend their thinking. These activities encourage critical thinking, creativity and independent exploration. Flexible lesson structures allow early graspers the opportunity to access tasks sooner, whilst slower graspers have more time to practise skills and consolidate their understanding before moving on to independent work. Support staff are guided by the EEF's self-scaffolding model (*taken from Making Best Use of Teaching Assistants*) which helps to identify the most appropriate level of support for a child. Our goal is to create an inclusive learning environment where every student can thrive at their own pace and level of understanding.



# Adaptations for SEND

We are deeply committed to providing an inclusive education that caters to the diverse needs of all our students, including those with Special Educational Needs and Disabilities (SEND). The History curriculum remains ambitious and aspirational for all pupils with SEND and the focus is on adapting how the historical knowledge and concepts are delivered through a collaborative approach to planning that involves teachers, and special education staff to ensure pupils individual needs are met whilst maintaining an effective educational experience. Teachers also ensure that all pupils, and especially those with SEND, have appropriate thinking time in order to respond in class discussions and debates.

This approach is particularly helpful in increasing participation and building self-confidence.



See the **SEND** booklet for more information.



# Assessment: *The Impact*

To help staff make a **summative assessment** of pupils achievement at key points during the academic year, there are clear skills and knowledge outlined that a child is expected to achieve by the end of each school phase. Children will only be assessed against what they have covered and teachers use their professional judgement to give a PITA (*Point in Time Assessment*) score; these range from 1-6. *Please see the Curriculum booklet for more information.* Teachers use class questioning, outcomes in books, discussions and the results of tests or quizzes to make this decision.



## Y2 History Assessment Guidance

### Key Concept Questions

#### Ice-Age to Iron-Age

How did architecture change through the Stone-Age and Iron-Age? How did architecture stay the same through the Stone-Age and Iron-Age? How did farming change through the Stone-Age, Bronze-Age and Iron-Age? What farming techniques from the Stone-Age and Iron-Age can still be seen?

#### Victorians

What changes to technology during the Victorian period can still be seen today? How did privilege of the rich Victorians effect where people lived and worked? What were the consequences of the British Empire for other countries? What were the causes of migration of British people to other countries?

#### The Great Fire of London

How did architecture change in Britain as a result of the fire? How did privilege affect how the Great Fire of London was recorded? How did power affect how and why the fire started? Why is the fire significant to historians What were the consequences of the design of architecture during the Great Fire of London?

#### Ancient Greece

How has architecture changed over time in Greece? How has architecture stayed the same in Greece? What legacies from the Ancient Greek civilization still exist in the world today? What were the consequences of Alexander the Great's rule? How did power and privilege of men effect how women voted in Ancient Greece?

### Year 2 Attainment Target

Children achieving typically will be able to order the following time periods correctly on a timeline: dinosaurs, stone-age, iron-age, bronze-age, Victorians, Ancient Greece and The Stuarts. They will understand and use BC and AD accurately. Children will be able to explain in detail the reasons why people in the past acted as they did and talk about a range of similarities and differences between the ways of life in different time periods studied. Children are able to ask and answer questions, including concept questions, using parts of stories and other sources to show that they know and understand key features of events. Children know primary sources, such as letters, diaries and photographs; artefacts such as tools and pottery; and secondary sources such as historical records and news articles, help historians find out about the past. Children will begin to understand there is bias in how history is recorded. Children will use a wide variety of vocabulary of everyday historical terms.

### Key Vocabulary

Children working at ARE should be able to use the following vocabulary confidently and consistently:

BC, AD, DECADE, CENTURY, EVIDENCE, NATION, DEMOCRACY, PEACE, CIVILIZATION, PARLIAMENT, GOVERNMENT, BRONZE AGE, IRON AGE, STONE AGE, ERA, CHRONOLOGY, INDUSTRY

Children working at a PITA 3 will be able to do the above statements with support.

For children working above PITA 4, please see the Y2 attainment targets.

For children working below a PITA3, please see the Y1 attainment targets.

Foundation subject assessment guidance sheets are available for Y1-Y6. These outline the history units that have been covered for each year group and include appropriate concept questions. These questions support teachers in assessing how well pupils can explain their substantive knowledge in the context of the history concepts. The assessment sheet contains an attainment descriptor of what a typical attaining child should be able to achieve by the end of the year. These, along with the knowledge sheets and skills sheets, help teachers to make their judgement.

A range of **formative assessment** strategies are used to help teachers to reshape the learning to meet the needs of all pupils in their class and ensure the pitch of the lesson is appropriate.

# Diversity & Anti-racism Education

The diversity school driver, along with the latest research in anti-racism education, underpins the history curriculum from FS1 to Y6. The history curriculum ensures that units delivered to pupils include a diverse **range of voices and perspectives**. Resources and texts represent a wide range of **cultures, races, and backgrounds**, and opportunities are planned to how history has been recorded and the biases that influence this.

All staff working with pupils have attended anti-racism training to reflect on their own biases and foster an inclusive and equitable learning environment, ensuring that all pupils feel **respected, represented, valued, and supported**.



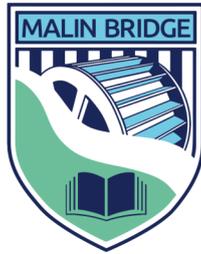
## Other booklets for consideration

CURRICULUM, ENGLISH, GEOGRAPHY, ART, DT, RE

### Appendices (available on request)

- Whole School Curriculum overview
  - Subject Skills Sheet
  - Knowledge Sheets
  - Subject Stories
- Foundation Topic Story
- Subject Assessment Sheets





# Malin Bridge Primary School

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**Chorus** Education Trust