**Primary 5-11 / Curriculum Map (History)**

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| **University Curriculum –** | | | | | |
| **Session Sequence** | **Session Content Subject Specific Components/s** | **Learn That**  **(CCF reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment mode** |
| **Session 1**  **What is History?** | Foundational Knowledge in History is made up of Disciplinary Knowledge and Concepts (Second order concepts) and Substantive knowledge- Chronological knowledge and Substantive concepts  History consists of Key Principles- Knowledge and Understanding, Chronology, Interpretation, Enquiry and Communication and Organisation.  Identity and belonging are a starting point for making sense of the world in historical learning.  New information can be added to existing schemas.  Historical interpretation is determined by age, gender, social and cultural influences, economic considerations and location.  Learning experiences in history are made up of ‘’The Content of History’ and ‘The Process of History’, developing both Substantive knowledge and Disciplinary knowledge | 1.2  1.4  1.6  2.7  3.2  3.3  3.5  3.7  4.2  4.3  4.9  5.1  5.3  5.4  7.1 | 1.b  2.g  3.a  3.d  3.f  3.j  4.c  4.f  6.a  6.d  6.e  6.g  6.h  7.d  7.e | Seminar Reading  The National Curriculum  [National Curriculum History](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239035/PRIMARY_national_curriculum_-_History.pdf)  Research Review Paper- History  [Research Review Paper History](https://www.gov.uk/government/publications/research-review-series-history/research-review-series-history%252525252525252523repeated-encounters)  History in Outstanding Primary Schools  <https://educationinspection.blog.gov.uk/2021/04/27/history-in-outstanding-primary-schools/>  Primary History Resources  <https://www.history.org.uk/primary/categories/content>  From the CCF:-  Coe, R., Aloisi, C., Higgins., & Major, L. E. (2014) What makes great teaching. Review of the underpinning research. Durham  University: UK. Available at: <http://bit.ly/2OvmvKO> | Questioning  Hinge Questions  Low Stakes Quizzes  Retrieval |
| **Session 2**  **Local History** | Begin to act and behave as historians.  Question and interrogate sources  Consider aspects of history in lesson design, including enquiry, interpretation and chronology as well as Empathy and Historical Imagination.  Using a wide range of sources, including artefacts, will help create a better picture of the past. | 3.1  3.6  4.4 | 1.c  3.b  4.b  4.j  4.o  4.p  6.f  6.p | Local History and a Sense of Identity- PH74 Husband  Russell C (2016) Essential Primary History. Chapter One. Bibliu <https://bibliu.com/>  Readings for Next session:-  Avoid out of Date History teaching [TES Avoid Out of Date History Teaching](https://www.tes.com/magazine/news/general/avoid-out-date-history-teaching-warns-ofsted%252525252525252523:~:text=Ofsted%25252525252525252520has%25252525252525252520set%25252525252525252520out%25252525252525252520what,way%25252525252525252520specific%25252525252525252520subjects%25252525252525252520are%25252525252525252520taught.)  How to teach Primary History [How to Teach Primary History](https://www.tes.com/magazine/teaching-learning/primary/how-teach-primary-history-8-ofsted-findings)  How to Boost Cultural Capital [Cultural Capital](https://educationblog.oup.com/secondary/cultural-capital)  Having Fun Through Time PH77 Ian Dawson  Sticky Knowledge [Sticky Knowledge](https://www.focus-education.co.uk/blog/sticky-knowledge-primary-curriculum/) | Questioning  Hinge Questions  Low Stakes Quizzes  Retrieval |
| **Session 3**  **Delving Deeper** | Map a planning cycle to the 3is  Develop an understanding of the progression in the keys skills in history  An enquiry is developed in five (5) stages.  To act and behave as historians.  The language of Enquiry.  That carefully planned opportunities enhance children’s cultural capital, which promotes qualities that lead to developing well rounded citizens. | 2.1  2.2  2.3  2.4  2.5  4.6  5.7  6.1 | 2.a  2.c  3.k  3.j  4.h  4.n  5.b  5.3  6.c  8.c  8.g | What confuses children in Primary History? PH74 Tim Lomas  Chapter 4 Essential Primary History (2016)- Christopher Russell  Impartiality in Schools  <https://www.gov.uk/government/publications/political-impartiality-in-schools/political-impartiality-in-schools>  The Discovery of the village <http://www.orkneyjar.com/history/skarabrae/>  Nat Geo Kids - Skara Brae [Skara Brae](https://www.natgeokids.com/uk/discover/history/general-history/skara-brae/)  History Hit <https://www.historyhit.com/locations/skara-brae/>  Historical Association Significance at KS1- Ian Dawson <https://www.history.org.uk/primary/categories/781/module/6769/significance-at-key-stage-1>  Progression in History [Jamie Byrom](https://www.exeter.ac.uk/media/universityofexeter/collegeofsocialsciencesandinternationalstudies/education/pgce/pre-coursedocuments/pre-coursedocuments2018-19/Progression_in_History_under_the_2014_National_Curriculum.pdf)  From the CCF  Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., & Willingham, D. T. (2013) Improving students’ learning with effective learning techniques: Promising directions from cognitive and educational psychology. Psychological Science in the Public Interest, Supplement, 14(1), 4–58. <https://doi.org/10.1177/1529100612453266> | Questioning  Hinge Questions  Low Stakes Quizzes  Retrieval |
| Session 4  Exploring Tutenkhamun | Retrieval of prior learning.  Progression of Substantive Concepts- Tim Jenner  Lewis and Wray Writing Frames- The value of making judgements, organising and selection as part of the Key Principles of History.  Significant People, Links to KS1 NC, Creating a Challenging learning experience in History.  EDI lessons and enquiry lesson formats.  Sources can be questioned for reliability, provenance, motivation and bias.  Significance  Ancient Egypt- Howard Carter and Tutankhamun’s Tomb and Controversial Issues.  Controversial Issues in History, Inclusivity and Social Justice.  Historical Significance in planning a bespoke curriculum  The role organisations, such as the Historical Association, have in developing and evolving thinking in primary history. | 1.2  1.3  2.6  3.10  5.2 | 2.d  2.j  2.k  3.c  4.g  4.i  5.l  5.o | What’s the wisdom on assessment  [What's the Wisdom on Assessment](https://www.history.org.uk/publications/resource/10328/whats-the-wisdom-on-history-assessment)  Primary History Teachers’ Survey. Historical Association. 2019 <https://www.history.org.uk/primary/categories/709/news/3823/primary-history-survey-report>  Research Review Paper [Research Review Paper History](https://www.gov.uk/government/publications/research-review-series-history/research-review-series-history%2525252525252525252523context-repetition) July 2021  National Curriculum for History [National Curriculum History](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239035/PRIMARY_national_curriculum_-_History.pdf)  Curriculum Sequencing - how to decide what to teach and when [Curriculum Sequencing](https://www.teachwire.net/news/curriculum-sequencing-how-to-decide-what-to-teach-and-when/)  Historical Enquiry with Archaeological Artefacts  [https://www.diva-portal.org/smash/record.jsf?pid=diva2%3A1305855&dswid=-3200](https://www.diva-portal.org/smash/record.jsf?pid=diva2%2525252525252525253A1305855&dswid=-3200)  More than just a word Ailsa Fidler PH84 [Vocabulary](https://www.history.org.uk/publications/resource/9753/embedding-progress-in-historical-vocabulary-teachi)  From the CCF:-  Adesope, O. O., Trevisan, D. A., & Sundararajan, N. (2017) Rethinking the Use of Tests: A Meta-Analysis of Practice Testing.  Review of Educational Research, 87(3), 659–701. <https://doi.org/10.3102/0034654316689306>. | Questioning  Hinge Questions  Low Stakes Quizzes  Retrieval |
| **Session 5**  **In The End** | Retrieval-  Foundational Knowledge & Find it! Fix It!  Creating learning episodes  NC links to:-  A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066  Curriculum design  Reading Task- Dialogic talk- Pair Share Work  Rationale for LOtC-  Risk Assessments and behaviours associated with LOtC and educational visits  Seminal Authors (Hein, Symmington and Griffin)  Cultural Capital  Using Outside Agencies | 3.1  3.7  8.1  8.2  8.3  8.7 | 2.k  3.c  3.l  7.b  8.c  8.d | Designing a Curriculum  <https://www.teachwire.net/news/how-to-design-a-primary-history-curriculum/>  Cultural Capital  <https://cornerstoneseducation.co.uk/news/developing-cultural-capital-in-your-primary-school/>  LOtC  [https://onlinelibrary.wiley.com/doi/10.1002/%28SICI%291098-237X%28199711%2981%3A6%3C763%3A%3AAID-SCE11%3E3.0.CO%3B2-O](https://onlinelibrary.wiley.com/doi/10.1002/(SICI)1098-237X(199711)81:6%2525252525253C763::AID-SCE11%2525252525253E3.0.CO%252525253B2-O)  From the CCF  Sweller, J. (2016). Working Memory, Long-term Memory, and Instructional Design. Journal of Applied Research in Memory and Cognition, 5(4), 360–367. <http://doi.org/10.1016/j.jarmac.2015.12.002>.  Gathercole, S., Lamont, E., & Alloway, T. (2006) Working memory in the classroom. Working memory and education, 219-240 <https://www.bps.org.uk/psychologist/working-memory-classroom>  Education Endowment Foundation (2017) Metacognition and Self-regulated learning Guidance Report. [Online] Accessible from: <https://educationendowmentfoundation.org.uk/tools/guidance-reports/> [retrieved 10 October 2018]. | Questioning  Hinge Questions  Low Stakes Quizzes  Retrieval |
| **Lecture 1** | History consists of Key Principles- Knowledge and Understanding, Chronology, Interpretation, Enquiry and Communication and Organisation | 1.2  1.6  2.9  3.3  4.1 | 1.b  2.c  3.a  4.b  4.c  6.g | Russell C (2016) Essential Primary History. | Questioning |

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| **School Based Curriculum –** | | | | | |
| **Session Content Subject Specific Components/s** | **Learn That**  **(CCF reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment mode** |  |
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| To know types of knowledge- chronological knowledge, fingertip knowledge, generative knowledge and residue.  To understand foundation knowledge- disciplinary and substantive knowledge.  To be able to plan a lesson  \_  To know history can promote cultural capital.  To understand transitions between KS1-KS2 and KS3.  To be able to plan a sequence of lessons.  \_  To know the role of metacognition in teaching and learning of history  To understand approaches in addressing SEND in History  To be able to plan and implement historical learning experiences that fit into a school’s curriculum. | 1.2  2.7  3.2  4.2  5.1  6.2  7.1  8.2 | 1a  1b  1c  2g  3b  3d  4c  5b  6a  7d  8d | The National Curriculum  [National Curriculum History](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239035/PRIMARY_national_curriculum_-_History.pdf)  Research Review Paper- History  [Research Review Paper History](https://www.gov.uk/government/publications/research-review-series-history/research-review-series-history%252525252525252523repeated-encounters)  History in Outstanding Primary Schools  <https://educationinspection.blog.gov.uk/2021/04/27/history-in-outstanding-primary-schools/>  How to Boost Cultural Capital [Cultural Capital](https://educationblog.oup.com/secondary/cultural-capital)  Education Endowment Foundation (2017) Metacognition and Self-regulated learning Guidance Report. [Online] Accessible from: <https://educationendowmentfoundation.org.uk/tools/guidance-reports/> [retrieved 10 October 2018]. | Questioning  Hinge Questions  Low Stakes Quizzes  Retrieval |  |