**Primary 5-11** **Curriculum Map History**

***Year 1 Undergraduate***

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| **University Curriculum – Year 1** | | | | | |
| **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%2525252525252523repeated-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%2525252525252523:~:text=Ofsted%252525252525252520has%252525252525252520set%252525252525252520out%252525252525252520what,way%252525252525252520specific%252525252525252520subjects%252525252525252520are%252525252525252520taught.)  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  Russell C (2016) Essential Primary History. Chapter Four. Bibliu <https://bibliu.com/>  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> | Questioning  Hinge Questions  Low Stakes Quizzes  Retrieval |
| Session 4  Organising History | Consider aspects of history in lesson design, including enquiry, interpretation and chronology.  Be aware of, and begin to identify, misconceptions and stereotypes.  History is an enquiry-based subject. Other approaches, such as EDI are advocated by authors and commentators, in promoting knowledge before skills.  Develop ways in which children can communicate their findings | 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%25252525252525252523context-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/)  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)  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%25252525252525253A1305855&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) | 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. Bibliu <https://bibliu.com/> | Questioning |

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| **School Based Curriculum – Year 1** | | | | |
| **Observing :** Observe how expert colleagues use and deconstruct approaches, in this subject, in at least one lesson throughout school.  **Planning :** Observe how expert colleagues break tasks down into constituent components, in this subject, for at least one lesson.  **Teaching :** Rehearse and refine particular approaches in this subject for a group/whole class. Deliver group/whole class teaching.  **Assessment :** Check prior knowledge and understanding during lessons.  **Subject Knowledge :** Discuss and analyse subject specific components with expert colleagues | | | | |
| **Subject Specific Components/s (know, understand, can do)** | **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** |
| 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 | 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%2525252525252523repeated-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> | Weekly Development Summary  Lesson Observations  Link Tutor  Blue Book  Pebble Pad  Reflective conversations with Mentor. |

***Year 2 Undergraduate***

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| **University Curriculum – Year 2** | | | | | |
| **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**  **Tutankhamun**  **and Howard Carter** | 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. | 2.7  2.8  2.9  3.2  4.1  4.2  4.3  4.4  4.6  6.1 | 1.i  2.a  2.c  2.f  2.g  2.j  3.b  3.d  3.e  3.h  3.i  3.j  3.n  4.a  4.b  4.h  4.j  4.n  6.a  6.d  6.f  6.g  7.b  7.d  7.e  7.f  7.g  8.c | History Curriculum Webinar Tim Jenner <https://www.youtube.com/watch?v=L5GeAsg8nZ4>  Progression in History Jamie Byron  [Progression in History](https://www.exeter.ac.uk/media/universityofexeter/collegeofsocialsciencesandinternationalstudies/education/pgce/pre-coursedocuments/pre-coursedocuments2018-19/Progression_in_History_under_the_2014_National_Curriculum.pdf)  Getting to Grips with Concepts PH82 Tim Lomas  Getting to Grips with Concepts - Tim Lomas  Finding the Place of Substantive Knowledge in History - Dominik Palek Teaching History March 2015  Back to Basic- What does a Good History lesson Look like PH86 Susie Townsend  [Back to Basics](https://www.history.org.uk/publications/resource/9950/back-to-basics-what-does-a-good-history-lesson-lo)  What’s the wisdom on historical significance <https://www.history.org.uk/publications/resource/9998/whats-the-wisdom-on-historical-significance>  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 |
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| **Session 2**  **Toys and Games** | Understanding the NC- Focus on KS1.  Toys and Pastimes, Toolkit Ideas  Exploring chronology Second Order Concepts- Change.  LOtC museums and using expert colleagues/ worked examples.  Controversial issues and stereotypes, Using sources to find out about the past,  Links to Local History- Frank Hornby.  Question and interrogate sources  Knowing More and Remembering More- planning a sequence of lessons and annotating schemes,  Distributed and spaced learning. Links to other subjects  Supporting learners with SEND | 3.7  4.10  5.3  5.5  6.5 | 3.k  3.l  4.o  5.b  5.l  6.e  6.p | Learning about the Past through toys and games. Helen Crawford PH74  What’s the wisdom on causation <https://www.history.org.uk/publications/resource/9615/whats-the-wisdom-on-causation>  What’s the wisdom on consequence <https://www.history.org.uk/publications/resource/10053/whats-the-wisdom-on-consequence>  What’s the wisdom on change and continuity <https://www.history.org.uk/secondary/resource/9852/whats-the-wisdom-on-change-and-continuity>  What’s the wisdom on assessment  <https://www.history.org.uk/publications/resource/10328/whats-the-wisdom-on-history-assessment> | Questioning  Hinge Questions  Low Stakes Quizzes  Retrieval |
| **Session 3**  **The Romans** | Consolidation of Key Principles- Knowledge and Understanding, Chronology, Interpretation, Enquiry and Communication and Organisation  Approaches towards SEND and History.  Planning for additional adults and Supporting learners with EAL,  Transitions from KS1 to KS2 and KS2 to KS3,  School approaches to Cultural Capital,  NC and Going beyond the NC,  That component knowledge should be well-sequenced across a school’s curriculum plan.  Plan for teaching Historical concepts within a topic or era.  Identify and implement approaches for teaching historical key principles. | 2.1  2.3  3.3  3.4  3.5  3.6  3.8  3.10  4.9  5.1  5.2  5.4 | 1.a  1.b  1.c  1.e  1.f  2.d  2.e  2.h  2.i  2.k  3.a  3.c  3.f  4.c  4.e  4.i  4.l  4.m  5.a  5.d  5.j | Ordinary Roman Life Hugh Moore PH80  Coherence in Primary History Tim Lomas PH76  Trade- Lifeblood of an Empire Karin Doull PH91  To Boldly Go: Exploring the Explorers PH80  What’s the wisdom on evidence and sources <https://www.history.org.uk/publications/resource/9667/whats-the-wisdom-on-evidence-and-sources>  What’s the wisdom on interpretations of the past <https://www.history.org.uk/publications/resource/9720/whats-the-wisdom-on-interpretations-of-the-past> | Questioning  Hinge Questions  Low Stakes Quizzes  Retrieval |

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| **School Based Curriculum – Year 2** | | | | |
| **Observing :** Observe how expert colleagues use and deconstruct approaches, in this subject, in at least one lesson throughout school.  **Planning :** Observe how expert colleagues break tasks down into constituent components over a sequence of lessons. Plan, as appropriate, for a sequence of lessons in all core and selected foundation subjects.  Plan, as appropriate, one lesson / group activity in all remaining subjects.  **Teaching :** Rehearse and refine particular approaches in all core and selected foundation subjects.  **Assessment :** Draw conclusions about what pupils have learnt by looking at patterns of performance over a number of assessments with support and scaffolding from expert colleagues  **Subject Knowledge :** Discuss and analyse subject specific components with expert colleagues | | | | |
| **Subject Specific Components/s (know, understand, can do)** | **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** |
| To know history can promote cultural capital.  To understand transitions between KS1-KS2 and KS3.  To be able to plan a sequence of lessons. | 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 | How to Boost Cultural Capital [Cultural Capital](https://educationblog.oup.com/secondary/cultural-capital) | Weekly Development Summary  Lesson Observations  Blue Book Reflections  Pebble Pad  Link Tutor Conversations |

**Year 3 Undergraduate**

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| **University Curriculum – Year 3** | | | | | |
| **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**  **The Maya** | Consolidation of prior learning. Retrieval.  Foundational Knowledge.  Metacognition in History.  Exploring the NC and creating a sequence of learning experiences.  Consolidation of the processes involved in designing learning experiences.  Deconstructing Plans.  Opportunities for information to be added to existing schemas.  Consolidation of work on Memory. | 2.1  2.3  2.4  2.5  2.7  2.8  3.3  4.2  4.4  4.5  4.9  7.1 | 1.c  1.e  1.f  1.i  2.c  2.d  2.h  2.i  3.a  3.b  3.d  3.j  4.a  4.b  4.l  4.o  4.p  7.c  7.d  7.e  7.f  7.g  7.n | Metacognition  [https://www.globalmetacognition.com/post/metacognitive-strategies-for-the-history-classroom#:~:text=Metacognition%20refers%20to%20what%20we,Donovan%20%26%20Bransford%2C%202005](https://www.globalmetacognition.com/post/metacognitive-strategies-for-the-history-classroom%25252523:~:text=Metacognition%252525252520refers%252525252520to%252525252520what%252525252520we,Donovan%252525252520&%252525252520Bransford,%2525252525202005)).  <https://www.hillsideprimary.org.uk/metacognition/>  TES article – Metacognition [TES- Metacognition](https://www.tes.com/magazine/sponsored/tes-develop/metacognition-why-we-need-teach-pupils-how-learn)  Memory  <https://www.marcrhayes.com/post/cognitive-science-and-curriculum-sequencing-in-primary-history>  Studying the Maya- Alf Wilkinson- History PH74 | 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 |
| **Session 2**  **The Indus Valley** | What do we want to know? Preparing an enquiry  Consolidation of the process.  Recognising opportunities to develop Substantive Concepts  Preparing to plan a sequence of lessons – retrieval/consolidation  Worked examples (resources from different sources)  Cross curricular links to the Indus Valley  Assessment in History- (progression experiences and reading)  SEND and Primary History  Progression of ideas and links to other adults.  Retrieval of Foundational Knowledge, Key Principles and Enquiry Model.  Reflection on own historical knowledge and understanding. Identifying areas for their own CPD. | 2.2  2.9  3.5  4.6  4.8  5.1  5.2  5.3  5.7  6.1  6.2  6.3  6.4  6.5  6.6  6.7  8.6 | 2.g  4.i  4.j  5.a  5.d  5.i  5.j  5.l  6.a  6.f  6.g  6.p  8.j  8.l | <https://educationinspection.blog.gov.uk/2021/04/27/history-in-outstanding-primary-schools/>  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 3**  **Understanding 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.** | Retrieval- 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- (draw on Y2 experiences)  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%25252525253C763::AID-SCE11%25252525253E3.0.CO%2525253B2-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>. \*Paywall  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> | Questioning  Hinge Questions  Low Stakes Quizzes  Retrieval |
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| **School Based Curriculum – Year 3** | | | | |
| **Observing :** Observe how expert colleagues use and deconstruct approaches, in this subject, in at least one lesson throughout school.  **Planning :** Plan a sequence of lessons in all core and foundation subjects.  **Teaching :** Rehearse and refine particular approaches in all core and selected foundation subjects.  **Assessment :** Discuss with expert colleagues summative assessment, reporting and how data is used.  **Subject Knowledge :** Discuss and analyse subject specific components with expert colleagues | | | | |
| **Subject Specific Components/s (know, understand, can do)** | **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** |
| To know the role of metacognition in teaching and learning of history  Toi 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 | From the CCF  [EEF\_Metacognition\_and\_self-regulated\_learning.pdf (d2tic4wvo1iusb.cloudfront.net)](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/metacognition/EEF_Metacognition_and_self-regulated_learning.pdf?v=1687768978)  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]. | Weekly Development Summary  Lesson Observations  Blue Book Reflections  Pebble Pad  Link Tutor Conversations |