**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 conceptsHistory 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 | 1.21.41.6 2.73.23.33.53.74.24.34.95.15.35.47.1 | 1.b2.g3.a3.d3.f3.j4.c4.f6.a6.d6.e6.g6.h7.d7.e | Seminar ReadingThe 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. DurhamUniversity: UK. Available at: <http://bit.ly/2OvmvKO> | QuestioningHinge QuestionsLow Stakes QuizzesRetrieval |
| **Session 2****Local History**  | Begin to act and behave as historians.Question and interrogate sourcesConsider 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. | 3.13.64.4 | 1.c3.b4.b4.j4.o4.p6.f6.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%3A~%3Atext%3DOfsted%252525252525252520has%252525252525252520set%252525252525252520out%252525252525252520what%2Cway%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 DawsonSticky Knowledge [Sticky Knowledge](https://www.focus-education.co.uk/blog/sticky-knowledge-primary-curriculum/) | QuestioningHinge QuestionsLow Stakes QuizzesRetrieval |
| **Session 3****Delving Deeper** | Map a planning cycle to the 3isDevelop an understanding of the progression in the keys skills in historyAn 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. | 2.12.22.32.42.54.65.76.1 | 2.a2.c3.k3.j4.h4.n5.b5.36.c8.c8.g | What confuses children in Primary History? PH74 Tim LomasRussell 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> | QuestioningHinge QuestionsLow Stakes QuizzesRetrieval |
| Session 4Organising 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 | 1.21.32.63.105.2 | 2.d2.j2.k3.c4.g4.i5.l5.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 2021National 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) | QuestioningHinge QuestionsLow Stakes QuizzesRetrieval |
| **Lecture 1** | History consists of Key Principles- Knowledge and Understanding, Chronology, Interpretation, Enquiry and Communication and Organisation | 1.21.62.93.34.1 | 1.b2.c3.a4.b4.c6.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 | 1.22.73.24.25.16.27.18.2 | 1a1b1c2g3b3d4c5b6a7d8d | 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. DurhamUniversity: UK. Available at: <http://bit.ly/2OvmvKO> | Weekly Development Summary Lesson ObservationsLink Tutor Blue BookPebble PadReflective 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 JennerLewis 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.SignificanceAncient Egypt- Howard Carter and Tutankhamun’s Tomb and Controversial Issues. Controversial Issues in History, Inclusivity and Social Justice. Historical Significance in planning a bespoke curriculumThe role organisations, such as the Historical Association, have in developing and evolving thinking in primary history. | 2.72.82.93.24.14.24.34.44.66.1 | 1.i2.a2.c2.f2.g2.j3.b3.d3.e3.h3.i3.j3.n4.a4.b4.h4.j4.n6.a6.d6.f6.g7.b7.d7.e7.f7.g8.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 LomasGetting to Grips with Concepts - Tim Lomas Finding the Place of Substantive Knowledge in History - Dominik Palek Teaching History March 2015Back 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>. | QuestioningHinge QuestionsLow Stakes QuizzesRetrieval |
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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 sourcesKnowing More and Remembering More- planning a sequence of lessons and annotating schemes, Distributed and spaced learning. Links to other subjectsSupporting learners with SEND | 3.74.105.35.56.5 | 3.k3.l4.o5.b5.l6.e6.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> | QuestioningHinge QuestionsLow Stakes QuizzesRetrieval |
| **Session 3****The Romans** | Consolidation of Key Principles- Knowledge and Understanding, Chronology, Interpretation, Enquiry and Communication and OrganisationApproaches 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. | 2.12.33.33.43.53.63.83.104.95.15.25.4 | 1.a1.b1.c1.e1.f2.d2.e2.h2.i2.k3.a3.c3.f4.c4.e4.i4.l4.m5.a5.d5.j | Ordinary Roman Life Hugh Moore PH80Coherence in Primary History Tim Lomas PH76Trade- Lifeblood of an Empire Karin Doull PH91To Boldly Go: Exploring the Explorers PH80What’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> | QuestioningHinge QuestionsLow Stakes QuizzesRetrieval |

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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. | 1.22.73.24.25.16.27.18.2 | 1a1b1c2g3b3d4c5b6a7d8d | How to Boost Cultural Capital [Cultural Capital](https://educationblog.oup.com/secondary/cultural-capital) | Weekly Development Summary Lesson ObservationsBlue Book ReflectionsPebble PadLink 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. | 2.12.32.42.52.72.83.34.24.44.54.97.1 | 1.c1.e1.f1.i2.c2.d2.h2.i3.a3.b3.d3.j4.a4.b4.l4.o4.p7.c7.d7.e7.f7.g7.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%3A~%3Atext%3DMetacognition%252525252520refers%252525252520to%252525252520what%252525252520we%2CDonovan%252525252520%26%252525252520Bransford%2C%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].QuestioningHinge QuestionsLow Stakes QuizzesRetrieval |
| **Session 2** **The Indus Valley** | What do we want to know? Preparing an enquiryConsolidation of the process.Recognising opportunities to develop Substantive ConceptsPreparing to plan a sequence of lessons – retrieval/consolidationWorked examples (resources from different sources)Cross curricular links to the Indus ValleyAssessment in History- (progression experiences and reading)SEND and Primary HistoryProgression 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. | 2.22.93.54.64.85.15.25.35.76.16.26.36.46.56.66.78.6 | 2.g4.i4.j5.a5.d5.i5.j5.l6.a6.f6.g6.p8.j8.l | <https://educationinspection.blog.gov.uk/2021/04/27/history-in-outstanding-primary-schools/>From the CCFDunlosky, 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>. | QuestioningHinge QuestionsLow Stakes QuizzesRetrieval |
| **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 episodesNC links to:-A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066Curriculum designReading Task- Dialogic talk- Pair Share WorkRationale for LOtC- (draw on Y2 experiences)Risk Assessments and behaviours associated with LOtC and educational visitsSeminal Authors (Hein, Symmington and Griffin)Cultural CapitalUsing Outside Agencies | 3.13.78.18.28.38.7 | 2.k3.c3.l7.b8.c8.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/%28SICI%291098-237X%28199711%2981%3A6%25252525253C763%3A%3AAID-SCE11%25252525253E3.0.CO%2525253B2-O)From the CCFSweller, 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>. \*PaywallGathercole, 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> | QuestioningHinge QuestionsLow Stakes QuizzesRetrieval |
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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 historyToi understand approaches in addressing SEND in HistoryTo be able to plan and implement historical learning experiences that fit into a school’s curriculum. | 1.22.73.24.25.16.27.18.2 | 1a1b1c2g3b3d4c5b6a7d8d | 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 ObservationsBlue Book ReflectionsPebble PadLink Tutor Conversations |