



Basic Principles

1. Learning is a change to long-term memory.
2. Our aims are to ensure that our students experience a wide breadth of study and have, by the end of each key stage, long-term memory of an ambitious body of knowledge.

Introduction

Our History Curriculum is designed to help our pupils form a schema within their long-term memories. Schema theory states that all knowledge is organised into units and is a conceptual system for understanding and organising knowledge in a meaningful way.

A schema is distinct from information, which is just isolated facts that have no organisational basis or links. We have used the History Curriculum Companion (Chris Quigley) to help us develop a curriculum which:

- Uses concepts as the basis for the schema
- Strengthens the schema with knowledge
- Deepens connections

Threshold Concepts

Threshold concepts are the 'Big Ideas' that underpin a subject. Threshold Concepts come up repeatedly over time. Students return to the same concepts over and over and gradually build understanding of them. In History, we have identified four Threshold Concepts:

- Investigate and Interpret the Past
- Build an Overview of World History
- Understand Chronology
- Communicate Historically

Milestones

These are the attainment goals for each two year period.

- EYFS Milestone
- Milestone 1 – Years 1 and 2
- Milestone 2 – Years 3 and 4
- Milestone 3 – Years 5 and 6



Progression of Threshold Concepts for each Milestone

Milestone 1

Investigate and interpret the past	Build an overview of world history	Understand chronology	Communicate historically
<p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>Identify some of the different ways the past has been represented.</p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the past.</p>	<p>Describe historical events.</p> <p>Describe significant people from the past.</p> <p>Recognise that there are reasons why people in the past acted as they did.</p>	<p>Place events and artefacts in order on a timeline.</p> <p>Label timelines with words or phrases such as: past, present, older and newer.</p> <p>Use dates where appropriate.</p> <p>Recount changes that have occurred in their own lives.</p>	<p>Use words and phrases such as:</p> <ul style="list-style-type: none"> a long time ago recently when my parents/carers were children years, decades and centuries to describe the passing of time. <p>Show an understanding of concepts such as:</p> <ul style="list-style-type: none"> nation and a nation's history civilisation monarchy parliament democracy war and peace.

Milestone 2

Investigate and interpret the past	Build an overview of world history	Understand chronology	Communicate historically
<p>Use evidence to ask questions and find answers to questions about the past.</p> <p>Suggest suitable sources of evidence for historical enquiries.</p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>Suggest causes and consequences of some of the main events and changes in history.</p>	<p>Describe changes that have happened in the locality of the school throughout history.</p> <p>Give a broad overview of life in Britain: from ancient to medieval times.</p> <p>Compare some of the times studied with those of other areas of interest around the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<p>Place events, artefacts and historical figures on a timeline using dates.</p> <p>Understand the concept of change over time, representing this, along with evidence, on a timeline.</p> <p>Use dates and terms to describe events.</p>	<p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> dates time period era change chronology. <p>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>



Milestone 3

Investigate and interpret the past	Build an overview of world history	Understand chronology	Communicate historically
<p>Use sources of evidence to deduce information about the past.</p> <p>Select suitable sources of evidence, giving reasons for choices.</p> <p>Use sources of information to form testable hypotheses about the past.</p> <p>Seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>Refine lines of enquiry as appropriate.</p>	<p>Identify continuity and change in the history of the locality of the school.</p> <p>Give a broad overview of life in Britain and some major events from the rest of the world.</p> <p>Compare some of the times studied with those of other areas of interest around the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.</p> <p>Use dates and terms accurately in describing events.</p>	<p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. <p>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p> <p>Use original ways to present information and ideas.</p>

Learning Lenses (Knowledge Categories)

These are the facets of each Threshold Concept which help to strengthen the schema.

Threshold Concepts	Understand Chronology	Investigate and Interpret the Past	Build an Overview of World History	Communicate Historically
Milestones	Milestone 1-3 A description of the end goals	Milestone 1-3 A description of the end goals	Milestone 1-3 A description of the end goals	Milestone 1-3 A description of the end goals
Learning Lenses (Knowledge Categories)			 	



Building the Sytchampton History Curriculum

At Sytchampton, we have developed a two-year rolling programme to ensure that pupils revisit Threshold Concepts regularly within their mixed year groups.

We have selected topics which are re-visited and linked across both Years within the milestone so that pupils can make links and connections, strengthening their long term memory and knowledge and enabling them to apply their learning in wider contexts.

We intend for our pupils to understand that History is important as it tells us how significant people and events have shaped our world and we can learn from this.

EYFS

Key Stage 1 (Milestone 1)

In Key Stage one pupils learn about significant figures in Year A then significant events in Year B. Pupils begin learning about more recent history to begin with as they will be able to relate this to their own experiences and begin to develop a basic understanding of chronology. Pupils then work backwards in time as their understanding of mathematical concepts builds. The significant people and significant events in each Year of the milestone, link to each other (e.g. Florence Nightingale Year A, World War 1 Year B), so that pupils revisit previous learning and build upon it, making key connections and reactivating prior learning.

Lower Key Stage 2 (Milestone 2)

Pupils in Lower Key Stage 2 will begin developing their understanding of how Britain has changed over the ages. Their mathematical knowledge should now support their understanding of chronology sufficiently that they can study periods of time further back in the past, moving through history in the normal chronological way. Within this milestone, pupils develop their understanding of invaders and their impact upon Britain, as well as beginning to understand how Britain began to explore and build the British Empire and Commonwealth.

Upper Key Stage 2 (Milestone 3)

Pupils' understanding of chronology develops in Upper Key stage 2, enabling them to understand duration and interval. Their mathematical understanding supports their ability to travel further back in time and study the impact of Ancient Civilisations upon the world. They also study how the British Empire impacted upon other countries and develop a more critical understanding of the moral issues posed by invaders and conflict.