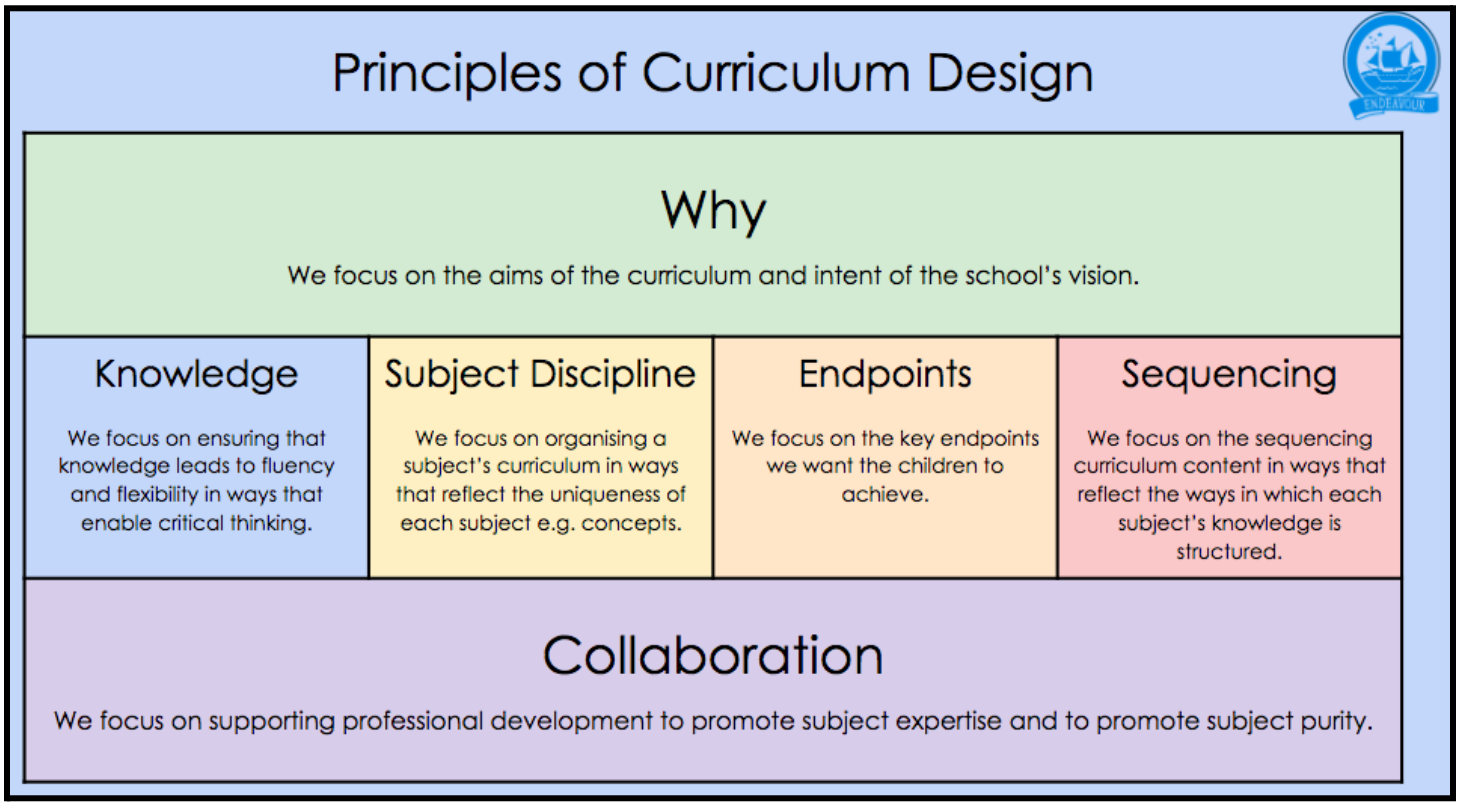
History
at Endeavour Primary School

When designing our curriculum, we apply our 6 Principles of Curriculum Design.

Principles of Curriculum Design



The Intent of the History Curriculum

Why do we educate?

How does History support the aims of our curriculum?

At Endeavour, we know that there is some knowledge and values that are so important that we don't want to leave their transmission to chance. When designing our curriculum, we select the knowledge that children will need to achieve the following:

- to experience personal empowerment,
- to gain the knowledge expected of someone living in the UK,
- to be prepared to make informed decisions as part of democratic society,
- to be prepared to become a productive and prosperous member of the workforce.

Our History curriculum is a vital part of achieving our curriculum aims.

Personal Empowerment

At Endeavour, we design our curriculum in ways that lead to children being able to actively participate in their lives. In History, by learning the knowledge and concepts that we have chosen to learn in detail, children learn to think critically. This prepares them to be active participants in their own lives. For example, repeatedly returning to historical thinking in increasingly complex ways develops transferable critical thinking. This critical thinking prepares children to make decisions about their lives and to access learning about any area of History with success in Secondary School.

Furthermore, History is a crucial component of our curriculum because it helps us to pass on the best that has been thought and known and to ensure that our children leave Primary School with an expected amount of knowledge about the world.

Cultural Transmission

At Endeavour, we design our curriculum in a way that ensures that we pass on the best that has been thought and known. In History, by developing fluency in the knowledge that we have identified should be developed fluently, we give our children important knowledge that empowers them to thrive. For example, we want our children to develop fluency in the following areas:

- Changes in living memory that reflect changes in national life
- Significant national and global events beyond living memory:
    - The Great Fire of London
- The lives of individuals in the past who have contributed to national and international achievements:
    - Queen Elizabeth II
    - Ellen MacArthur
- Significant events in our own locality:
    - Titanic
- Knowledge of British History until 1066:
    - Stone Age to Iron Age
    - Roman Britain
    - Anglo-Saxons
    - Vikings
- Knowledge of Ancient Civilizations including non-European examples:
    - Ancient Egypt
    - Ancient Greece
    - Ancient Maya
- Theme that extends pupils' knowledge beyond 1066:
    - Farming
- Growing knowledge of chosen key concepts:
    - Power and Society
    - Technological Developments
    - Migration and Movement
    - Customs and Beliefs
- Historical Thinking

Beyond the understanding of the domain knowledge and key concepts that we have chosen for our children to develop fluently, we also choose for our children to develop awareness of diverse viewpoints that we believe it is important for our children to have awareness of. For example:

In Year 2, when learning about the Titanic, children learn to appreciate the viewpoints and lived experiences of people from different classes.

In Year 4, when learning about the Romans, children learn different groups of people had different viewpoints about the Roman Empire.

In Year 5, when learning about the Anglo-Saxons and Vikings, children learn to challenge stereotypical viewpoints of Vikings and they learn to appreciate the different experiences that women may have had within the different societies.

In Year 6, when learning about Ancient Egyptian, Greek and Mayan civilisations, children compare the possible viewpoints of people from different places in society.

As well as giving children empowering knowledge that allows children to participate in their own lives and to enter society with an expected amount of knowledge, History also prepares children for citizenship.

Preparation for Citizenship

At Endeavour, we design our curriculum in a way that prepares children to make informed decisions as members of a democratic society. In History, by developing fluent knowledge of the chosen curriculum, our chosen key concepts (Power and Society, Technological Developments, Migration and Movement and Customs and Beliefs) and historical thinking skills, we prepare our children to make informed decisions. For example, we know that children who can draw inferences from evidence and question the reliability of sources will be more able to participate in democratic debate critically. Furthermore, we know that children who have developed fluent knowledge of the concept of Migration and Movement will be better prepared to discuss issues of migration that affect Britain today.

In addition to empowering children to participate in their lives, giving an expected amount of knowledge and preparing children to make informed decisions, the History curriculum prepares children to thrive in the workplace.

Preparation for Work

At Endeavour, we design our curriculum in a way that prepares children for work. In History, by developing fluent knowledge of the chosen curriculum, our chosen key concepts (Power and Society, Technological Developments, Migration and Movement and Customs and Beliefs) and historical thinking skills, we prepare our children to succeed at work. We know that learning about History develops transferable skills and that skills of historical thinking and knowledge of our key concepts prepares children with mental models that can be applied to any industry. For example, developing the ability to examine sources prepares children to think critically and solve problems.

When designing our curriculum, we ensure that we select knowledge and structure its implementation in ways that lead to personal empowerment, cultural transmission, preparation for

citizenship and preparation for work. However, we also acknowledge that there exists the injustice of disadvantage and so we shape our curriculum around the core aim of tackling disadvantage.

Tackling Disadvantage

At Endeavour, we take seriously the responsibility to address the fact that children do not enter school with the same starting points. For example, we know that children enter school with different amounts of background knowledge, knowledge of vocabulary and having had different opportunities to access a range of life experiences.

At Endeavour, we tackle disadvantage by intentionally giving children background knowledge and vocabulary and by ensuring that our curriculum is a window to the world beyond their lived experience.

Importantly, we ensure that our curriculum is a window for *all* of our children and that we, therefore, promote representation and diversity. In some subject areas, strategies to promote representation and diversity are more overt. For example, in Reading, we make deliberate choices through the lense of representation and diversity, choosing texts for the children to read that have diverse characters, settings, themes and are written by diverse authors. In other subjects, strategies are more subliminal. For example, in all subject areas, we promote representation and diversity by giving the message that 'you don't have to be a certain way to be successful'.

In History, we prompte representation and diversity by selecting a diverse range of historical figures and viewpoints to teach the children about. For example, Violet Jessup, a stewardess who survived the Titanic.

Additionally, we use our key concepts to promote notions of social mobility. For example, by repeatedly returning to the key concept of Migration and Movement, we teach the children that 'the way you start, isn't the way you have the finish'.

Furthermore, when implementing the History curriculum, we deliberately infuse the children's experience with the message that 'you don't have to be a certain way to be successful'. For example, when teaching historical thinking, we create an environment that allows children to generate sincere, personal responses to evidence.

Pen Portrait

Pen Portrait of children who have learned the Endeavour History curriculum

Having learned the Endeavour History curriculum, children leave school as critical thinkers who have developed a curiosity towards and a love of history. By the end of KS1, they know about events and changes that have taken place within and beyond living memory; they know about significant individuals who have contributed to national and international achievements. By the end of KS2, children have developed an overview of the history of Britain from prehistoric times to 1066; they know about the achievements of early civilizations; they have extended their chronological understanding beyond 1066.

While learning about the chosen aspects, periods and events, children developed a rich understanding of the key concepts of Power and Society, Migration and Movement, Technological Developments and Beliefs and Customs. As a result, they have made strong connections and drawn meaningful comparisons between the different aspects of history that they have studied.

By returning to Historical thinking in increasingly complex ways, children have developed both skills to approach learning any aspect of history in Key Stage 3 and critical thinking skills that prepare them for life in Modern Britain.

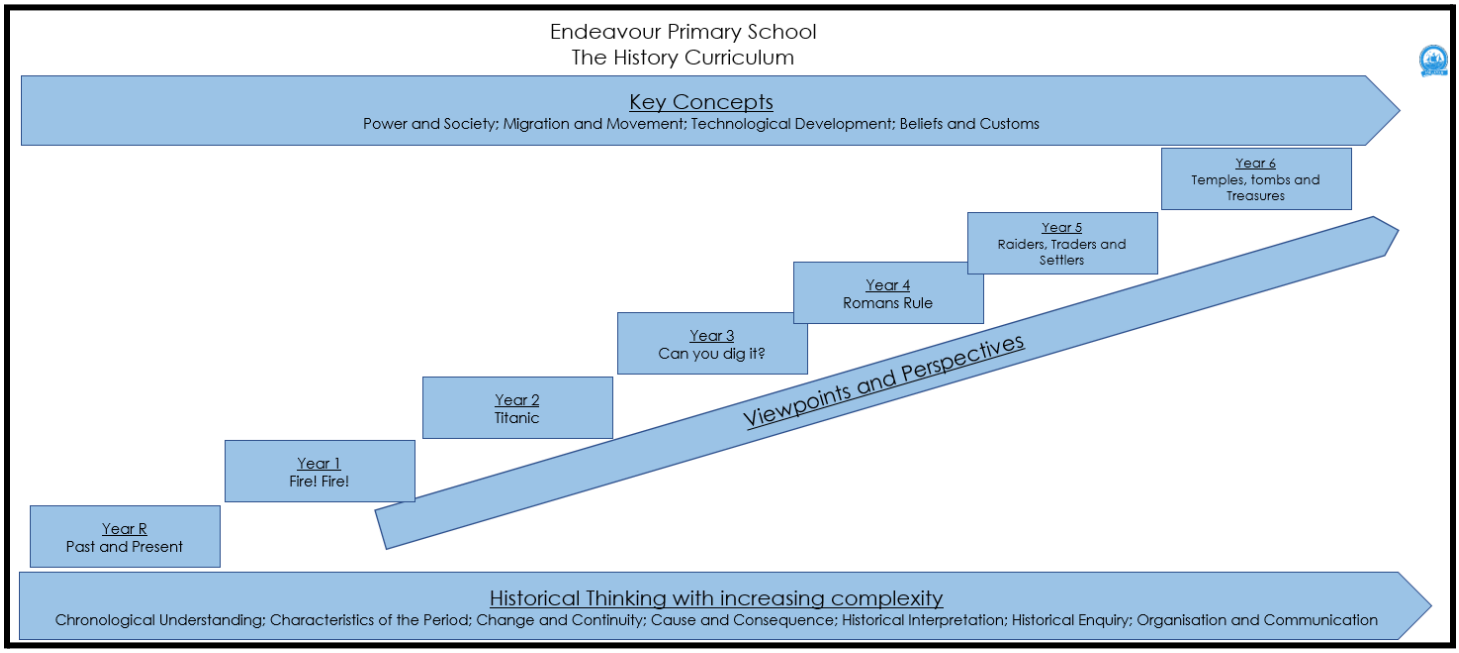
Children leave Endeavour able to apply historical thinking and what they have learned about Historical concepts to new aspects of History: they are able to enquire, ask pertinent questions and make links with what they have learned in ways that allow them to grasp the relevance and importance of new information. Children are able to 'overcome' problems by examining evidence and approaching new information with an enquiring mind that is aware of the fact that there are always diverse experiences and multiple perspectives and points of view about what is being studied.

Knowledge, Sequencing, Endpoints

What do we teach? When do we teach it? What are the Endpoints

'Knowing where your curriculum is headed is important: 'The clearer you are about where you want to go, the better chance you have of getting there' (Mccrea, 2015, p. 32)

Our History curriculum focuses on the key endpoints we want the children to achieve and we focus on breaking content down into appropriately-sized chunks and teaching them in a meaningful order.



Year Group	Curriculum Endpoints	Term taught
Year 6	Temples, Tombs and Treasures Children know the following: • The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of: Ancient Egypt. • A non-European society that provides contrasts with British history: Mayan civilization c. AD 900. • The legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day. Children will know Greek life and achievements and their influence on the western world. Children can use their historical thinking with increasing complexity and greater independence to consider historical sources, making valid enquiries and reaching informed judgements about the past.	Autumn 1

Year Group	Curriculum Endpoints	Term taught
Year 5	<u>Raiders, Traders and Settlers</u> Children know the following: ● Britain's settlement by Anglo-Saxons and Scots. ● The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. ● King Alfred's significance as a historical figure and within their locality. Children can use their historical thinking with increasing complexity and greater independence to consider historical sources, making valid enquiries and reaching informed judgements about the past.	Autumn 1

Year Group	Curriculum Endpoints	Term taught
Year 4	<u>Romans Rule Britannia</u> Children know the following: ● The Roman Empire and its impact on Britain. ● The legacy of Roman culture (art, architecture or literature) on later periods in British history, including the present day, extending their knowledge beyond 1066. Children can use their historical thinking with increasing confidence and growing independence to consider historical sources, making valid enquiries and reaching informed judgements about the past.	Autumn 1

Year Group	Curriculum Endpoints	Term taught
Year 3	<u>Can You Dig It?</u> Children know the following: ● Changes in Britain from the Stone Age to the Iron Age. ● A local history study: Stonehenge. ● A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: farming through the ages. Children can use their historical thinking to consider historical sources, making valid enquiries and reaching informed judgements about the past.	Autumn 1

Year Group	Curriculum Endpoints	Term taught
Year 2	<u>Titanic</u> Children know the following: ● An event beyond living memory that is significant nationally and/or globally: Titanic. ● The lives of significant individuals in the past who have contributed to national and international achievements: Captain Smith, Bruce Ismay, Thomas Anderson. ● Lesser known individuals through whose experience we can learn from: Violet Jessup. Children can use their historical thinking to consider historical sources, making enquiries and reaching informed judgements about the past.	Summer 1

Year Group	Curriculum Endpoints	Term taught
Year 1	<u>Fire, Fire!</u> Children know the following: ● An event beyond living memory that is significant nationally and/or globally: The Great Fire of London ● The lives of significant individuals in the past through whose experience we can learn from: Samuel Pepys, Thomas Farriner and King Charles I ● The lives of significant individuals in the past who have contributed to national and international achievements whose lives can be used to compare aspects in different periods: Queen Eizabeth II. Children can begin to use historical thinking to consider historical sources, making enquiries and reaching informed judgements about the past.	Spring 1

Year Group	Curriculum Endpoints Aspiration 7: Children will be curious explorers who appreciate and explore the world around them. They will celebrate and embrace all communities in order to become respectful, future citizens.	Term taught
Year R	<u>All About Me</u> ● Children understand a timeline and can talk about their life timeline (7) <u>Let's Celebrate</u> ● To understand places that are special to them and plot these on simple maps (7) ● Identify World in terms of globe and map. Land/sea. ● Identify countries (Uk) on globe / map (7)	Autumn Term

	• Understand that some places are special to their community (7) • Understand that celebrations are celebrated differently in different religions - Christmas and Diwali (7) • Develop positive attitudes about the differences between people (7)	

Year Group	Curriculum Endpoints Aspiration 7: Children will be curious explorers who appreciate and explore the world around them. They will celebrate and embrace all communities in order to become respectful, future citizens.	Term taught
Year R	<u>People who help us</u> • To know and explain how things work (7) • Talk about the differences between materials and changes they notice (7) • Develop positive attitudes about the differences between people (7) • Identify 'people who help us' and how they help us - Policeman/policewoman, fireman/firewoman, nurse, doctor, dentist (7) • Compare and contrast characters from stories, including figures from the past (Florence Nightingale, The Jolly Postman) (7) • Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes (speed cameras, speed guns, x ray machines, body cams, sorting machine, computers) (7) • To draw information from simple maps (maps, GPS in cars - difference between maps and sat nav) (7) <u>Growing</u> • To understand what a life cycle is (7) • To understand key features of lifecycles (plants, chicks and butterflies)(7) • To understand and describe the effect of changing seasons on the natural world around them (7) • To plant seeds and care for growing plants.(7) • Comment on images of familiar situations in the past - What is the past? It's history! (7)	Spring Term

Year Group	Curriculum Endpoints Aspiration 7: Children will be curious explorers who appreciate and explore the world around them. They will celebrate and embrace all communities in order to become respectful, future citizens.	Term taught
Year R	<u>Story Makers</u> ● Children will describe what they see, feel and hear whilst outside whilst exploring the world around them (7) ● Recognise that people have different beliefs and celebrate special times in different ways (7) ● Identify biomes (desert, rainforest, tundra) (7) <u>Animal Madness</u> ● Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (7) ● Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class (7) ● To know that there are different countries and explore the differences they have observed (7) ● To identify and compare human Geography between Kirk and King (7) - Walk between the sites ● Recognise and celebrate some similarities and differences between life in this country and life in other countries (in relation to animals)(7)	Summer Term

The following documents are used to specify the knowledge that is taught through each unit of History. The knowledge is broken into appropriately-sized chunks and sequenced in meaningful ways that lead to the cumulative development of fluent learning.

Subject Discipline: Key Concepts

What key concepts do we focus on? What do children learn about them?

To avoid a curriculum that is 'a mile wide and an inch thick' subject leads focus the curriculum on 'fewer topics pursued to greater depth' (Oates, 2010, p.17)

When designing our curriculum, we focus on organising a subject's curriculum in ways that reflect the uniqueness of each subject.

Key takeaways regarding key concepts in the Endeavour Curriculum:

- Each subject is unique and has its own concepts;
- There are numerous concepts but some can be deemed as being 'key';
- The selection of 'key concepts' is contestable;
- When selecting 'key concepts', subject leaders are steered by the school's vision and the aims of the curriculum;
- Concepts are complex and 'knotty';
- The knowledge to be learned about each concept must be broken down, sequenced and returned to repeatedly;
- Developing fluent, flexible knowledge will allow for critical thinking about our chosen 'key concepts'.

In History, we have chosen to focus on the following key concepts:

- Power and Society
- Migration and Movements
- Technological Development
- Beliefs and Customs

Why did we choose these concepts?

These concepts have been chosen because they support the overall aims of our curriculum: they instill knowledge that tackles disadvantage and promote understanding that supports social mobility.

'When considering how to sequence knowledge across a curriculum, it is useful to consider the ways in which subjects differ. Different subjects may have different bodies of knowledge; this knowledge is structured in different ways (Bernstein, 1999).'

Additionally, the concepts have been chosen because they function as important 'unifying big ideas' and they help children make links with what they have previously learned. Importantly, this reflects the fact that knowledge in History is developed cumulatively. The knowledge learned does

not always directly build on what has been previously taught. For example, learning substantive knowledge about The Great Fire of London does not directly support learning about the Stone Age, Bronze Age or Iron Age. Focusing on our chosen key concepts supports curriculum coherence and helps children to tie together what they are learning by infusing the curriculum with golden threads.

Why Power and Society?

By focusing on Power and Society, children develop appreciation of the fact that power dynamics have changed over the course of history; we give the message that they can use the opportunities of Modern Britain to change their experience of life.

Why Migration and Movement?

By focusing on Migration and Movement, children learn that individuals and communities can make changes in their lives to improve their own futures; we give the message that they can make changes to improve their own lives.

Why Technological Development?

By focusing on Technological Development, children learn that humans innovate and adapt to meet their unfolding needs; we give the message that they can be part of improving human existence.

Why Beliefs and Customs?

By learning about Beliefs and Customs, children learn to appreciate that, throughout history, society has been structured around what people have believed; we give the message that children get to make choices about their lives, expressing individual liberty.

Concept	Power and Society
Year 6	Children learn that structures of power impact people's daily experiences differently. They learn that similar structures of power and society existed in completely different parts of the ancient world. They learn that developments in thinking and philosophy lead to new ways of sharing power.
Year 5	Children learn that a lack of power can present opportunities for certain groups of people. Children learn that people use their power to make rules and exert control. They learn that powerful people can clash and agreements must be made.
Year 4	Children learn that people with more power affect greater change in society. They learn how certain groups become more powerful over others.
Year 3	Children learn that structures in power and society change in response to various factors such as threat.
Year 2	Children learn that people with more power have wider choices and access to a

	greater range of experiences.
Year 1	Children learn that people in power make decisions that affect people's lives.
Year R	Children learn to develop positive attitudes about the differences between people. Children learn to Identify 'people who help us' and how they help us - Policeman/policewoman, fireman/firewoman, nurse, doctor, dentist.

Concept	Migration and Movement
Year 6	Children learn that Ancient Civilisations have moved and migrated in response to their specific needs.
Year 5	Children learn that people move to trade goods and services. They learn that people move to raid and take by force. They learn that people move to settle in new lands in order to seek better opportunities, bringing their beliefs and culture with them.
Year 4	Children learn that people move to expand their Empires and enforce their power over others.
Year 3	Children will learn that people were nomads and moved according to the seasons. They learn that this movement ended when they started farming. Children learn that after Doggerland flooded it was more challenging to move between mainland Europe and Britain. They will learn that groups of people, such as the Beaker people migrated to Britain bringing their culture, technology and ways of life with them and that this impacted Britain at the time. Children learn that people traded goods across continents.
Year 2	Children will learn that people will move to seek a better life and better opportunities.
Year 1	Children learn that people have to temporarily move in response to disasters.
Year R	Children learn to understand a timeline and can talk about their life timeline. Children learn to recognise and celebrate some similarities and differences between life in this country and life in other countries (in relation to animals).

Concept	Technological Development
Year 6	Children learn that technology develops in response to people's needs, unique geography and their beliefs and customs.
Year 5	Children learn that technological developments were used by people to trade, raid and settle in new lands.
Year 4	Children learn that technology can be used as a tool for control. They learn that the legacy of technological developments can be experienced today.

Year 3	Children learn that people respond to their environment. They learn that new technology spreads through the movement of people and that this new technology can transform lives and the way people live.
Year 2	Children learn that people make choices when developing technology that can have consequences beyond what they initially imagined.
Year 1	Children learn that technological developments occur in response to disasters, such as the rebuilding of London after the Great Fire.
Year R	Children learn to know and explain how things work and recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes (speed cameras, speed guns, x ray machines, body cams, sorting machine, computers).

Concept	Beliefs and Customs
Year 6	Children learn that beliefs and customs across three different Ancient Civilisations in different places are different but contain many similarities.
Year 5	Children learn that people's beliefs and customs change and are influenced by a range of factors.
Year 4	Children learn that beliefs can impact Empires.
Year 3	Children learn that people's beliefs can be in response to their physical environment. They learnt that people move with their unique beliefs and customs and that these can spread amongst societies. They learn that even from the earliest human societies, life has not just been a question of survival.

Subject Discipline: Historical Thinking

How do children learn about Historical Thinking and how do they apply it?

'The more detailed and interconnected the mental model, the more flexible the knowledge, and the more likely pupils will be able to transfer their knowledge to different contexts' (Willingham, 2002)

When designing our curriculum, we focus on ensuring that knowledge leads to fluency and flexibility in ways that enable critical thinking that allows children to think in depth about chosen curriculum content.

Key takeaways regarding developing fluent knowledge in the Endeavour Curriculum:

- To achieve the aims of our curriculum, we want children to be able to think critically;
- Thinking critically is cognitively challenging;
- Children need to be able to transfer knowledge;
- Subject leaders identify knowledge that will be developed flexibly;
- Children need to develop fluent knowledge;
- Subject leaders select the knowledge that will be developed fluently;
- Critical thinking is different in each subject.

Developing Historical Thinking is central to each unit of History and we want children to develop fluent knowledge that they can apply and transfer flexibly. We understand that, while learning about the periods of history that we focus on is important cultural capital, learning *how* to learn about History is what we want to be developed fluently:

- It empowers children to more easily learn the next chunk of history they will be taught;
- It develops critical thinking;
- It prepares children for learning in Key Stage 3.

What Historical Thinking skills are developed through our curriculum?

Historical Thinking		
Year 6	Chronological Understanding	Children know how to accurately place civilisations/periods studied in chronological order and may take account of some overlap in duration and intervals between them. Children know that past civilisations overlap with others in different parts of the world, and that their respective durations vary.
	Characteristics of the period	Children know how to contrast and make some significant links between civilisations/periods studied. Children know how to give reasoned explanations with reference to significant examples of some connections between ways of life in the different civilisations and periods studied. Children know that some past civilisations in different parts of the world have some important similarities.
	Change and Continuity	Children know of the kinds of things that impact on history and are continuous through time and the kinds of things impacting change significantly.
	Cause and Consequence	Children know how to explain the causes and consequences of quite complex events, even though they might still link some in a simple way.
	Historical Interpretation	Children know that all history is to some extent a construct (interpretation) and can identify a range of reasons for this. Children know that interpretations can be questioned on the grounds of the range of evidence used to support them or due to the aims of the creator of the interpretation.
	Historical enquiry	Children know how to construct reasoned arguments about events, periods or civilisations studied. Children know how to explain with examples why a source might be unreliable.
	Organisation and Communication	Children know how to question source reliability with reference to the period or civilisation and/or the provenance of a source, considering why different sources may give conflicting information and offering reasons for this.

Historical Thinking		
Year 5	Chronological Understanding	Children begin to understand that historical periods overlap each other and vary in length.
	Characteristics of the period	Children know how to give simple explanations that not everyone in the past lived in the same way. Children know how to consistently use period specific language in explanations.
	Change and Continuity	Children know that changes in different places and periods can be connected. Children know how to give simple explanations with simple examples of why change happened during particular events/periods. Children know that there are usually a combination of reasons for any change.
	Cause and Consequence	Children know how to explain consequences in terms of immediate and longer term effects and/or that people were affected differently. Children know how to link causes or explain that one cause might be linked to another making an event much more likely to happen.
	Historical Interpretation	Children know that different accounts of the past emerge for various reasons – different people might give a different emphasis. Children know that some interpretations are more reliable than others.
	Historical enquiry	Children know how to explain with examples why a source might be unreliable. Children know how to construct simple reasoned arguments about aspects of events, periods and civilisations studied.
	Organisation and Communication	Children know how to construct simple reasoned arguments about aspects of events, periods and civilisations studied.

Historical Thinking		
Year 4	Chronological Understanding	Children begin to understand that historical periods overlap each other and vary in length. Children know how to use more precise chronological vocabulary. Children know how to use and understand phrases such as 'about two thousand years ago' and AD/BC or BCE/CE.
	Characteristics of the period	Children know how to give simple explanations that not everyone in the past lived in the same way. Children know how to consistently use period specific language in explanations. Children know how to describe main features associated with the period/civilisation studied, mostly using period specific language.
	Change and Continuity	Children know how to describe and give some examples of a range of changes at particular points in history while some things remained the same. Children know how to explain why changes in different places might be connected in some way.
	Cause and Consequence	Children know how to describe with simple examples different types of causes seeing that events happen for different reasons, not just human action.
	Historical Interpretation	Children know to describe how different interpretations arise. Children know that historical understanding is continuously being revised; if we find new evidence we have to rewrite the past.

	Historical enquiry	Children know how to describe and question the origins and purposes of sources using knowledge of periods and civilisations Children know how to ask perceptive questions.
	Organisation and Communication	Children know how to find, select and utilise suitable information and sources to formulate and investigate hypotheses.

Historical Thinking		
Year 3	Chronological Understanding	Children begin to understand that historical periods overlap each other and vary in length. Children know how to use and understand phrases such as 'in prehistoric Britain' and AD/BC or BCE/CE.
	Characteristics of the period	Children know how to give simple explanations that not everyone in the past lived in the same way. Children know how to consistently use period specific language in explanations. Children know how to describe main features associated with the period/civilisation studied, mostly using period specific language.
	Change and Continuity	Children know how to describe some changes in history over a period of time and identify some things which stayed the same. Children know that changes do not impact everyone in the same way or at the same time.
	Cause and Consequence	Children know how to describe the causes and/or consequences of an important historical event offering more than one example of its results.
	Historical Interpretation	Children know that historical understanding is continuously being revised; if we find new evidence we have to rewrite the past.
	Historical enquiry	Children know how to describe in simple terms how sources reveal important information about the past.
	Organisation and Communication	Children know that the absence of certain types of sources can make it more difficult to draw conclusions.

Historical Thinking		
Year 2	Chronological Understanding	Children know that historians use dates to describe events. Children know how to use phrases describing intervals of time e.g before, after, at the same time etc.
	Characteristics of the period	Children know how to recognise and describe in simple terms, some characteristic features of a person or period studied. Children know how to increasingly use period specific language in explanations.
	Change and Continuity	Children know how to talk about similarities and differences between then and now.
	Cause and Consequence	Children know how to describe in simple terms the causes and/or consequences of an important historical event offering more than one example of its results.
	Historical Interpretation	Children know how to identify and talk about differences in accounts relating to people or events both from the past and from the present.
	Historical enquiry	Children know how to gather information from simple sources to ask and answer questions about the past.
	Organisation and Communication	Children know how to explain events and actions rather than just retell the story.

Historical Thinking		
Year 1	Chronological Understanding	Children know how to create simple timelines to sequence processes, events, objects within their own experience and about events they have learned about e.g. before, during, after.
	Characteristics of the period	Children know how to show awareness of significant features not seen today and recognise how things could be different in the past.
	Change and Continuity	Children know how to match old objects to people or situations from the past. Children know that some aspects of life today differ from the past using simple historical vocabulary.
	Cause and Consequence	Children know how to give simple explanations why a person from the past acted as they did and talk about the consequences of those actions.
	Historical Interpretation	Children know how to identify and talk about different accounts of real historical situations.
	Historical enquiry	Children know how to talk about similarities and differences between two or more historical sources using simple historical terms.
	Organisation and Communication	Children know how to talk about past events and use annotations or captions to identify important features of picture sources, artefacts etc.

Historical Thinking		
Year R	Chronological Understanding	<u>Aspiration 7</u> Children will be curious explorers who appreciate and explore the world around them. They will celebrate and embrace all communities in order to become respectful, future citizens: ● Children will describe what they see, feel and hear whilst outside whilst exploring the world around them; ● Recognise that people have different beliefs and celebrate special times in different ways; ● Recognise some similarities and differences between life in this country and life in other countries.
	Characteristics of the period	
	Change and Continuity	
	Cause and Consequence	
	Historical Interpretation	
	Historical enquiry	
	Organisation and Communication	

Which significant people do we focus on in Key Stage 1?

We teach significant people to inspire children and to address injustice.

The lenses through which we select significant people to study		
People who exemplified Anchor Values	People who reflect the diversity of human achievement	People who are relevant to the school's curriculum

Year 1: Learning about significant people

Person	Significance	How we learn about them	When taught	Outcome	How evaluated
Samuel Pepys	Well-connected Influenced the King Wrote a diary that we learn from	His diaries Paintings	During Fire! Fire! project	History lessons	Classwork Focus 5s Summative Assessments Pupil Conferencing

Person	Significance	How we learn about them	When taught	Outcome	How evaluated
Thomas Farriner	The fire started in his bakery He was a baker for the King	Samuel Pepys' diary	During Fire! Fire! project	History lessons	Classwork Focus 5s Summative Assessments Pupil Conferencing

Person	Significance	How we learn about them	When taught	Outcome	How evaluated
Charles II	He was the King during the Great Fire of London He helped practically.	Samuel Pepys' diary	During Fire! Fire! project	History lessons	Classwork Focus 5s Summative Assessments Pupil Conferencing

Person	Significance	How we learn about them	When taught	Outcome	How evaluated
Queen Elizabeth II	Was not the natural heir. Long reign. Strong sense of service.	Living memory. Paintings Use of technology: black and white photos, colour photos, video, news reports, articles	End of project (within the 32 hours) (refer to Grenfell Tower, fire at Windsor Castle)	Children produce a silhouette, plaque and timeline, presenting to an audience	Pupil Conferencing

Year 2: Learning about significant people

Person	Significance	How we learn about them	When taught	Outcome	How evaluated
Captain Smith	It was his final voyage. Captain of the ship. Made choices in response to weather reports.	Publicity Eye witness accounts. News reports.	Titanic Project	History lessons	Classwork Focus 5s Summative Assessments Pupil Conferencing

Person	Significance	How we learn about them	When taught	Outcome	How evaluated
Thomas Andrews	Designed the ship. Stayed with the ship when it sank. Stayed with the Captain.	Publicity Eye witness accounts. News reports.	Titanic Project	History lessons	Classwork Focus 5s Summative Assessments Pupil Conferencing

Person	Significance	How we learn about them	When taught	Outcome	How evaluated
Brian Ismay	Chairman of White Star Line. Motivated to break records. Used a lifeboat to escape.	Publicity Eye witness accounts. News reports.	Titanic Project	History lessons	Classwork Focus 5s Summative Assessments Pupil Conferencing

Person	Significance	How we learn about them	When taught	Outcome	How evaluated
Violet Jessop	Survived the sinking of the Titanic. Worked as a stewardess. Was ordered into lifeboat 16. Looked after a baby. Returned to Southampton.	Her memoirs Photos Interviews Biographies	Titanic Project	History lessons	Classwork Focus 5s Summative Assessments Pupil Conferencing

Person	Significance	How we learn about them	When taught	Outcome	How evaluated
Ellen MacArthur (Hampshire-based)	Fastest single-handed circumnavigation of the globe Did it alone.	Alive today Interview Biographies News articles and reports	End of project (within the 32 hours)	History lessons	Pupil Conferencing

	Used more technology. Uses her platform to promote looking after the world.				

Implementation

How is our History curriculum implemented?

<u>How is our History curriculum implemented?</u>

'Learning involves a lasting change in long term memory (DfE 2020).'

Curriculum intent is important: what should be taught and in what order. Curriculum implementation is about how that content is taught (DfE, 2021).

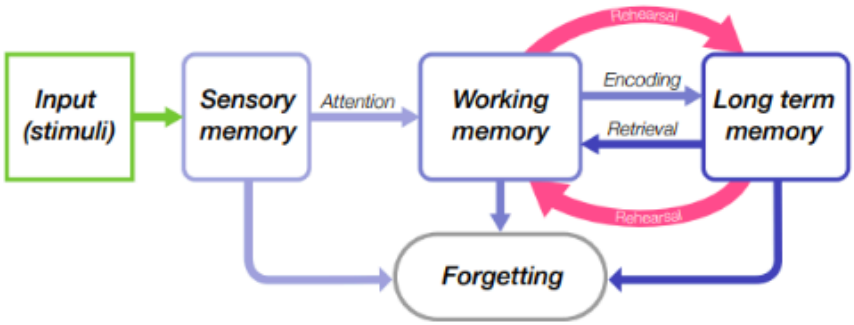
We recognise that curriculum implementation is key to achieving the aims of our curriculum.

At Endeavour, we have developed the following mechanisms to support consistent, effective implementation of our curriculum:

- An evidence-informed approach to High Quality Inclusive Practice (HQIP);
- A 'Model Lesson' format
- An embedded Coaching and Mentoring Programme;
- ECT support programme that goes beyond statutory requirements;
- Strong, supported subject leadership;
- A robust programme of professional development that is aligned with school improvement priorities and is responsive to unfolding development needs of our staff.
- Pupil Progress Meetings

Our approach to implementing our curriculum is founded on our understanding of cognitive science.

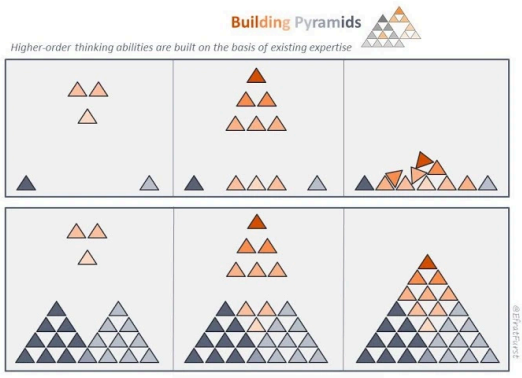
Cognitive Load Theory



Cognitive Load Theory, EEF

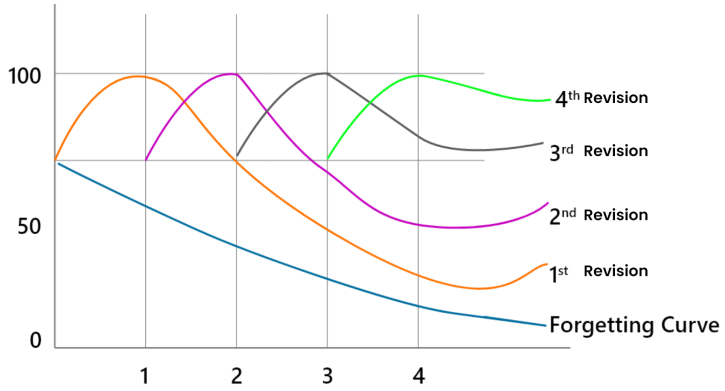
- Learning requires attention
- Learning is processed in the Working Memory
- The Working Memory is supported by knowledge that is stored in the Long Term Memory
- Practice is required to encode new learning and to prevent forgetting.

Secure prior learning supports new learning



- Working Memory is limited
- Secure Prior Learning supports the Working Memory to integrate new ideas with existing knowledge.

Repeated practice prevents forgetting



Ebbinghaus, 1885

High Quality Inclusive Practice

In light of our understanding of cognitive science, we have designed a consistent approach to High Quality Inclusive Practice (HQIP) which is applied in all areas of our curriculum to ensure that the chosen content of our curriculum is well delivered and that delivery leads to lasting change.

Characteristic 1	Characteristic 2	Characteristic 3	Characteristic 4	Characteristic 5
Inclusive, empowering learning environments	Effective learning journeys	Effective scaffolding	Effective modelling	Assessment for learning

Pupil Progress Meetings

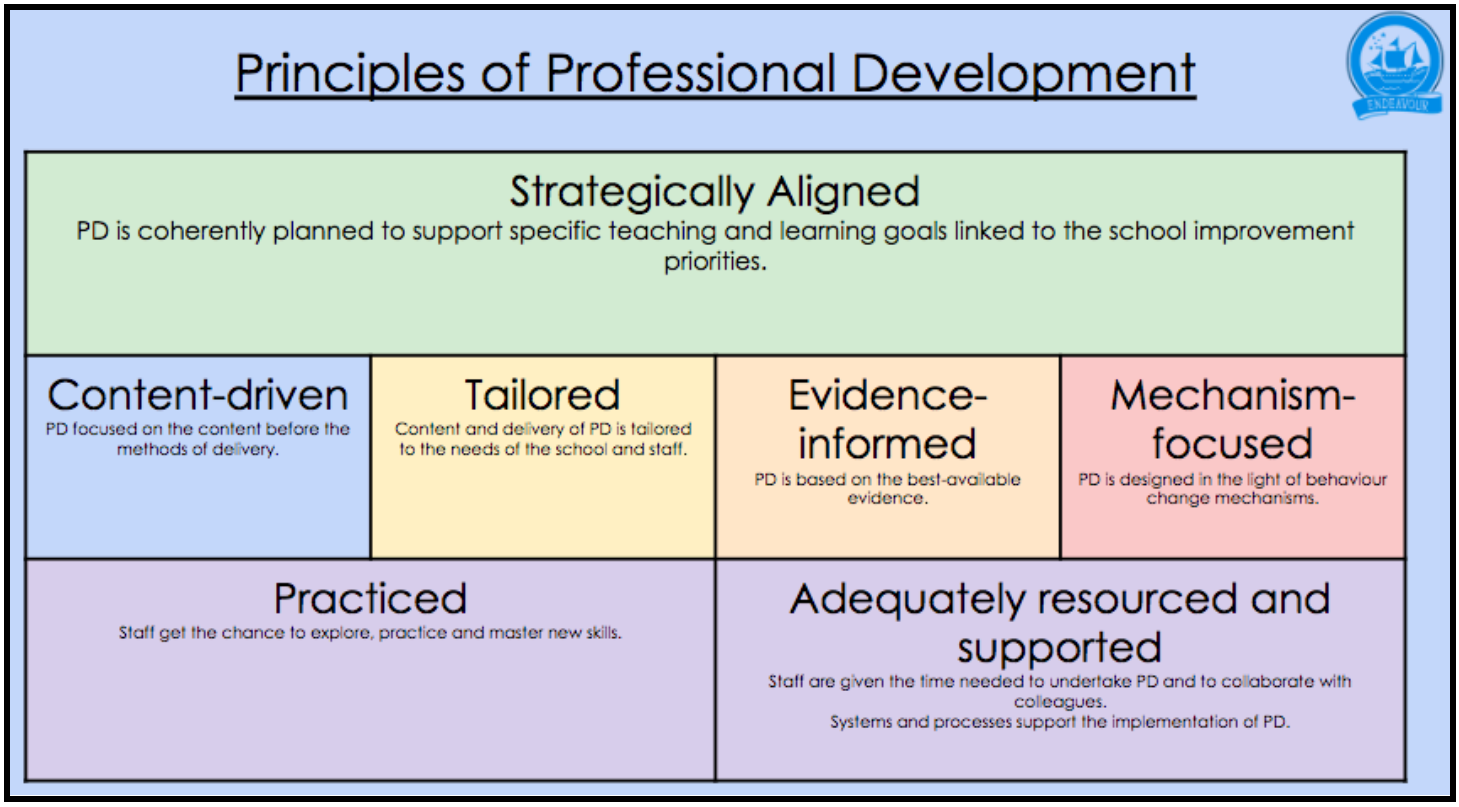
Pupil Progress Meetings take place termly. They are used as a central vehicle to supporting and challenging our teachers to improve outcomes for our children. In the meetings, class teachers work alongside senior leaders to evaluate the information that can be gained from children's bookwork and all the assessment information that can be drawn upon. A significant amount of time is invested in these meetings. The meetings are used to identify children who need further support to achieve and adaptations to delivery (HQIP) and curriculum design are planned with a view to ensuring that all children achieve aspirational targets.

Interim Pupil Progress Meetings

During the half term following Pupil Progress Meetings, Intertim Pupil Progress Meetings take place. These meetings are used to check progress against the actions that were planned during Pupil Progress Meetings and to support and challenge staff to remove barriers to pupil progress.

How is professional development used to support effective curriculum implementation?

Implementation of our curriculum is supported through a robust programme of professional development. All of our professional development is underpinned by our Principles of Professional Development.

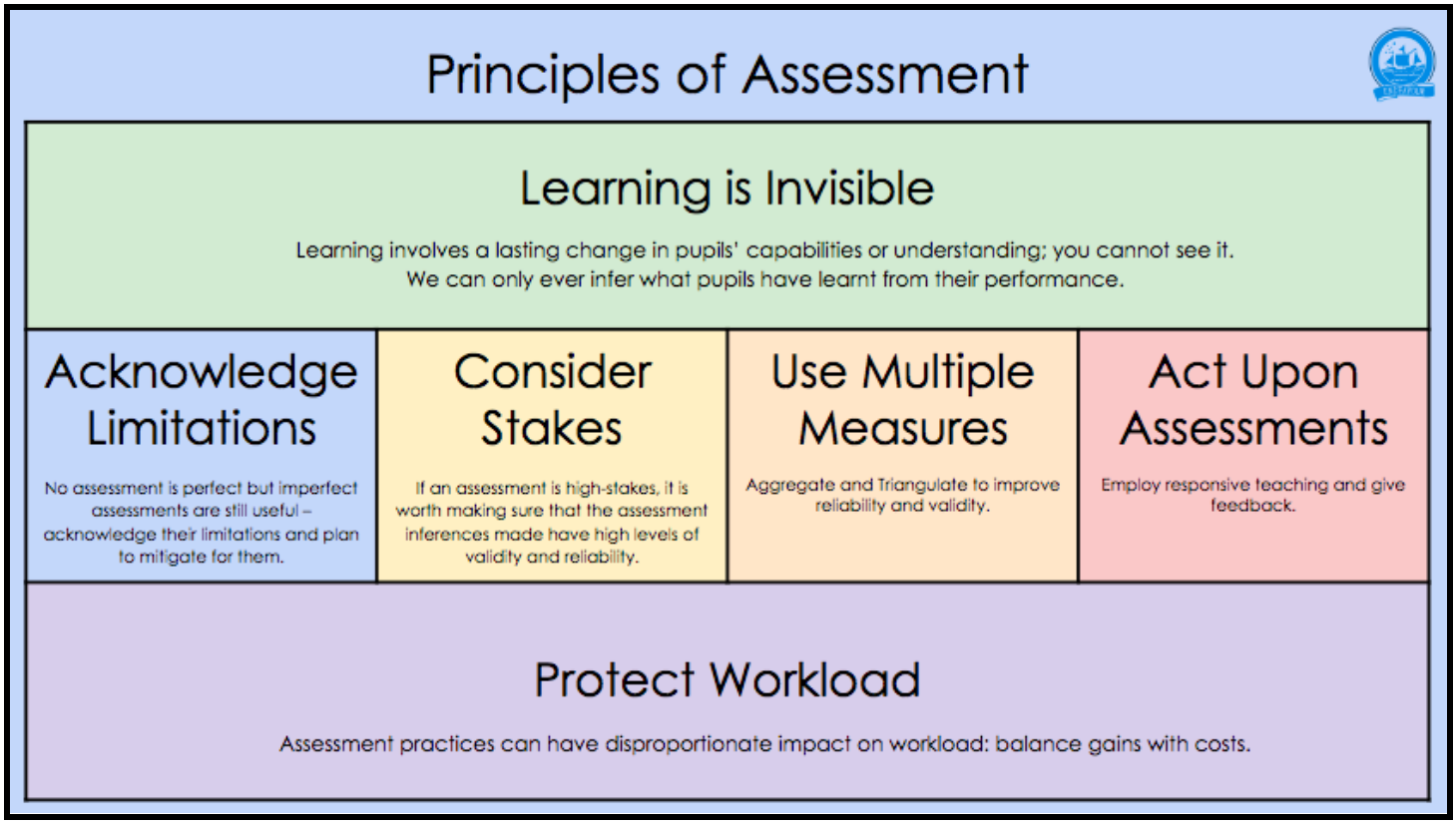


Professional development is planned to support the school improvement plan. Professional development plans are updated to respond to information gained through monitoring, assessment information and Pupil Progress Meetings. Professional development sessions take place weekly and each one is aligned with the milestones of our school improvement plans.

How is the impact of our curriculum assessed?

In order to achieve the aims of our curriculum, we ensure that children are remembering the chosen curriculum content and make sure that children are knowing and doing more as a result of the implementation of the curriculum, making adaptations and responding to children's achievement.

When evaluating the impact of our curriculum, we apply our Principles of Assessment.



We use the following vehicles to evaluate the impact of curriculum implementation:

- In-class formative assessment techniques
- Focus 5s
- Summative assessments
- Subject leader monitoring
- Senior Leader monitoring
- Governor monitoring
- External partner auditing

<u>In-class formative assessments</u>

Teachers employ a range of formative assessment techniques to make learning 'visible' in order to adapt teaching to meet children's emerging needs. Techniques include using questioning and live marking.

<u>Focus 5s</u>

'Focus 5s' are used across the curriculum to assess whether or not children have remembered key knowledge that was taught in a previous lesson. Focus 5s are designed to strengthen learning through recall, to allow teachers to ensure that children have remembered essential prior learning and to support children to make links between what has been previously taught and the day's new learning. If children struggle with an element of a Focus 5, teachers make adaptations to scaffold, remodel and ensure that gaps in knowledge are filled. Subject leaders and senior leaders review the

success that children experience with Focus 5s as a key mechanism for evaluating the impact of curriculum implementation.

Summative assessments

Summative assessments are used across the curriculum to provide information about whether or not children have remembered and can still use what they have been taught. Summative assessment information is used by the subject leader where adaptations to the use of HQIP, adaptations to the curriculum and actions for individual children are considered.

Subject leader monitoring

Having supported the understanding of curriculum intent and planning, subject leaders monitor the implementation of their subject. Subject leaders carry out learning walks, they check Focus 5s, they carry out 'book looks', they carry out pupil conferencing and they evaluate the results of summative assessments. Subject leaders support teachers to respond to assessment information gathered during a learning journey and ensure that appropriate and effective adaptations and interventions are executed in response to assessment information.

Senior Leader monitoring

At Endeavour, we see ourselves as learners. Senior leaders carry out monitoring to ensure that expectations are being met consistently, to identify development needs and to support our team to develop. Senior leaders evaluate the effectiveness of curriculum implementation each week:

- 'Deep Dives' are used to ensure that the full curriculum is being delivered to all children according to curriculum plans and that children are benefiting from the use of High Quality Inclusive Practice.
- Learning Walks are used to monitor the impact of professional development and to ensure consistent delivery of the curriculum according to agreed expectations.
- Termly lesson observations are used as a way to embrace the fact that we are all learners, as a supportive mechanism and as a way to evaluate the effectiveness and consistency of curriculum implementation.
- Pupil conferencing is used to gain an overview of children's experience of all aspects of school life.

Governor monitoring

Our Governors routinely monitor the effectiveness of curriculum implementation:

- They join senior leaders during Deep Dives.
- They join senior leaders and subject leaders during learning walks.
- They ask questions of subject leaders during Curriculum and Standards Committee meetings.
- They seek evidence to support leaders' assertions that school is on track to meet its aspirational 'Assessment Flightpath'.

External partner auditing

At Endeavour, we welcome support and challenge from the Local Authority and benefit from our work being scrutinised. We embrace challenge and celebrate the validation that we are on track to meet and exceed all the targets that we are set.

Collaboration

How are subject leaders supported?

How do subject leaders support others?

Subject leaders provoke a 'continuous culture of discussion, debate, disagreement and exploration' that forms the foundation of effective curriculum design (Ashbee, 2020).

We recognise that designing and implementing a curriculum is challenging. At Endeavour, we embrace this challenge and subject leaders play a central role in championing and pioneering the development of their subjects.

Key takeaways:

- Designing a curriculum is a challenging, ongoing process
- No-one is an expert in every area of the primary curriculum
- Subject leaders are challenged and supported to improve their expertise
- Subject leaders provide clear expectations and clear support to develop the expertise of the teaching team
- Implementation is crucial
- Successful implementation is achieved through our understanding of the science of learning and our model of High Quality Inclusive Practice
- Subject Leaders champion effective assessment in their subjects, applying the school's Assessment of Curriculum Impact principles

How are subject leaders supported?

- Initial 'Curriculum Conversations' training
- Ongoing half termly curriculum discussions with senior leaders
- Planned, protected time to develop curriculum plans
- Planned, protected time to support planning
- Planned, protected time to monitor implementation
- Planned, protected time to evaluate impact
- Released to attend external PD where appropriate

How do subject leaders support others?

- Curriculum plans are clear e.g. knowledge, concepts, endpoints, sequencing (overviews, knowledge planners and plotters)

- Planning is supported
- Teachers are briefed on key endpoints and implementation expectations
- Implementation expectations are clear, specified and supported
- Teachers are supported to know how to respond to assessment information
- Professional development is planned in response to monitoring
- Principles of change management are applied when needed (Engage with beliefs, Secure Alignment, Specify Behaviours, Match Challenge and Support, Revisit and Refine)