



At Dorchester our vision is that children will become curious, creative and critical historical thinkers who are able to investigate and interpret the past using the 'Key Concepts' (change and continuity, similarity and difference, cause and consequence and significance), understand chronology and build an overview of Britain's past as well as that of the wider world.

History Curriculum

We have designed the history curriculum at Dorchester so that the key historical subject content as outlined in the National Curriculum supports the starting points of our children and allows children to revisit key historical periods and concepts more than once within a Key Stage and during their time at school so that they build up a richer and deeper understanding of the past.

In EYFS Children will -

- Be introduced to history via a range of experiences encouraging them to observe the past within living memory, explore time & change, similarity & difference & ask why questions.
- Be exposed to simple vocabulary linked to the passing of time & change.
- Learn about local & national events in history to help stimulate discussions on what life was like in the past that goes beyond living memory.

In KS1 Children will—

- Build on EYFS learning by being introduced to some of histories 'Key Concepts' of change and continuity, similarity and difference, cause and consequence and significance within different history topics.
- Build on their learning in EYFS by using local historical events or significant people (Hull Fair and Amy Johnson) to understand one of the key concepts in more detail.
- Learn about events and people that are significant to local, national and global history (Christopher Columbus, Grace Darling, Great Fire of London and Guy Fawkes) in more detail and by linking their learning to historical enquiry and one of the key concepts.
- Begin to investigate and interpret the past using a range of simple sources.
- Begin to ask simple questions and follow a line of historical enquiry with support
- Have some basic chronological understanding and will be able to use a simple timeline to sequence events within living memory or within a time period studied.
- Build on their exposure to historical vocabulary by learning and using more key historical vocabulary.

In Lower KS2 Children will—

- Further develop understanding of the 4 'Big Key Concepts' by linking learning in History to at least one of the concepts & starting to use concepts to interpret the past in more detail.
- broaden their knowledge, vocabulary & understanding of a range of periods in history that are significant locally, nationally and globally. These periods are:
- Victorians (a local history study linked to Samuel Wilderspin that explores a significant figure in local & national history during Victorian times & to understand the similarity & differences of life for different children in Victorian era)
- Romans (explore the cause & consequence of the Roman invasions on Britain)
- Mayan civilization (explore how the Mayan civilization changed & stayed the same during its reign & have some understanding of how it was different to British 'Anglo-Saxon and Viking' history of the same time)
- Ancient Egypt (explore the significance of this period and it's achievements on the world)
- Hull Maritime Industry (explore why the River Humber and Humber estuary is so important to Hull as a city & how the Trawling and Maritime industry has changed over time)
- Become more confident in understanding chronology of more than one period of history happening at the same time, be able to place key dates & events on a timeline of a period studied & start to relate their chronological work to one of the key concepts.
- Use a range of sources of evidence to enquire about the past, to start to formulate their own questions about the past & interpret the past linking, with support, to one of the key concepts.
- Be introduced to what primary & secondary sources mean.

In Upper KS2 Children will—

- Further develop understanding of 'Big Key Concepts' by using one or more within their own enquiry & chronological work & when they make justifications & interpretations of history.
- Pupils build on the knowledge, vocabulary & understanding of a range of periods in history that are significant locally, nationally & globally. Where possible their learning will relate to previous historical periods covered in LKS2. These periods are:
 - ◇ WW2 (explore the impact of WW2 on Hull, Britain & the wider world. They will explore the causes & consequences of WW2 & look at similarity & difference when exploring people's different experiences of WW2. They will learn about the significance of the Holocaust & its impact on the life of people before, during & after the war)
 - ◇ WW1 (explore the impact of WW1 on Hull, in particular the Hull Pals, link to their work on Victorians in LKS2 & WW2 in UKS2 when looking at history before, during & after WW1 to explore the consequence on local, national & international history)
 - ◇ Anglo-Saxons & Vikings (building on from LKS2 when they will have discussed the period of history in some detail, children will explore in more depth the similarity & differences between the Viking and Anglo-Saxon invasions on Britain & carry out detailed enquiry into change & continuity during these times linking to their LKS2 work on the Romans)
 - ◇ Benin Civilization (building on from LKS2 work on the Mayan period of the same time & of their work on Anglo-Saxons & Vikings to explore the Benin civilization using one or more of the key concepts to drive their understanding of the period & the period in relation to others at the same time)
 - ◇ Ancient Greece (building on from their learning in LKS2 on Ancient Egypt & its significance children will study Greek life & achievements & their influence on the western world linking their learning to one or more of the key concepts)
- refine chronological work by placing current & other periods studied on more complex timelines, using more complex & specific dates & by using timelines to ask & answer questions relating to key concepts, know what secondary and primary sources mean, use a wide range of sources independently to generate historical valid questions, make more complex interpretations of the past & linking their work to one or more of the key concepts.
- Be able to use a wider range of historical vocabulary within their work.

Support

- All pupils have opportunities to learn history taking into consideration their own starting points and needs.
- All children are given work that is suitable for their needs which does not limit them from learning about a broad range of historical concepts.
- All pupils are given access to wider enrichment experiences that support their learning in history

Sequence—unit

The sequence of learning within a unit is:

- **Immersion**— students become engaged in a new topic, they activate prior knowledge, and teachers share the key unit objectives (knowledge and skills that will be addressed) through mind mapping, KWL grids, trips or wider experiences
- **Content delivery**—age related subject specific knowledge, skills and vocabulary is taught in discrete subject lessons during the block unit.
- **Reflect**— at the end of unit children and teachers reflect on learning to inform future lessons

Sequence—lesson

- **Starter**— orientate, retrieve, revisit and review prior learning
- **Vocabulary**—introduce and review specific vocabulary
- **Oracy Task**—stimulus given to allow for pupil observation, exploration and discussion
- **Guided practice**—direct teaching and modelling of knowledge and/or skills
- **Independent/Collaborative work**—children practice key skill or application of knowledge
- **Reflect**— oral reflection on learning which has taken place