



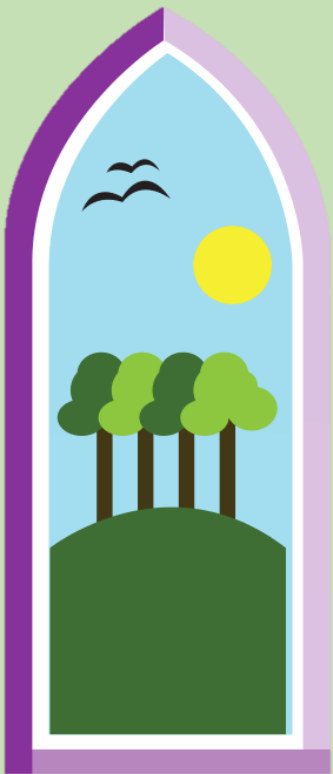
History Intent

Strength in difference, together we are one, together we fly high

At Dunbury, we want our children to understand that History is a study of past events and individuals; it looks at the impact of actions, decisions, interactions and behaviours. We teach history through the key concepts of Place, Social and Cultural, Trade, Religion, and Power. By engaging pupils in questioning actions and events from the past we enable them to gain a better understand of their own lives and affords children a future as informed and enlightened citizens.

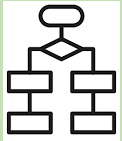
Through the study of history our pupils develop a wide range of critical thinking skills, which enable them to understand the contested nature of knowledge and to distinguish between 'fact' and subjectivity when it comes to reaching conclusions and making judgements about information and sources. Our disciplinary concepts provide the lenses through which we examine the people, places and events that make up our shared history. This is the foundation for children beginning their journey as historians.

Our vision of *strength in difference, together we are one, together we fly high* drives our History curriculum. In each spine we look at hidden figures, the impact of actions on communities (including our global community) and the aspirational example of people such as Mary Anning or Malala Yousafzai.





History Structure



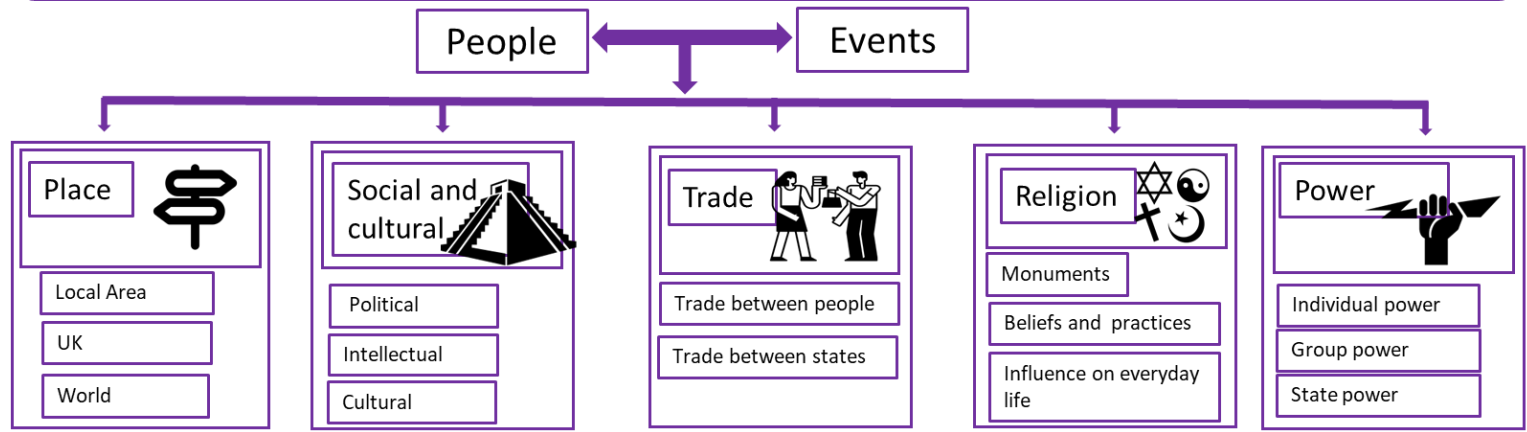
We organise our knowledge into key concepts



As geographers, we use these concepts to investigate.

History

History is a study of past events and individuals; it looks at the impact of actions, decisions, interactions and behaviours.



Historical Skills

Chronology

Arranging or sequencing historical events in their correct order of occurrence.

Cause and Effect

The relationship between events where one thing occurs because of another.

Change and Continuity

Historical change may be gradual over an extended period or very sudden. Other aspects such as cultural and religious traditions, institutions and economic systems can and do remain much the same.

Perspective

Historians recognise that judgements are influenced by the standpoint or world view of the observer. The way that commentators 'see' things is influenced by their own unique set of beliefs, values and experiences.

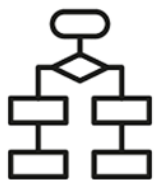
Sources

Written, visual or artefactual evidence from the past which historians use to acquire information and to reach judgements about how people lived and what they thought.



History Concepts

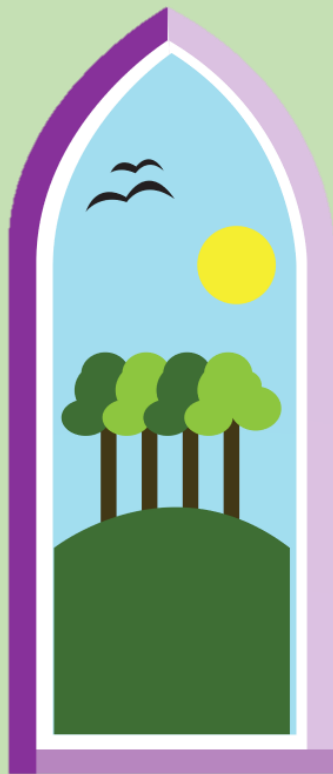
Our knowledge is organised into key concepts and disciplinary concepts. The core knowledge is laid out in coherent, sequential progression documents which detail the end points which we aim children to achieve. The foundations for the history curriculum are built in Early years. This is built on in KS1 as novice historians, leading to more expert historians in KS2. This provides the firm building blocks for children to become discipline historians in KS3 and beyond.



Key concepts

Key concepts support children in developing an understanding of their experience, a system of categorisation, and how they learn and use these systems. In this way, children build a schema of knowledge about some of the key themes through which they can reason and talk about the world and its diversity. Key concepts shape the overarching enquiry question for the spine.

People and Events	
Place	Local area, the British Isles, the World
Social and Cultural	The way people live; developments in music, art, literature, and ideas
Trade	Between individuals; between states
Religion	Monuments; beliefs and practices; influence of daily life
Power	Individual power, group power, state power



Disciplinary Concepts



Our curriculum is driven by curiosity, language and resilience. Pupils at Dunbury are encouraged to be curious about history and use the disciplinary concepts (working as a historian) to support their approach, asking themselves:

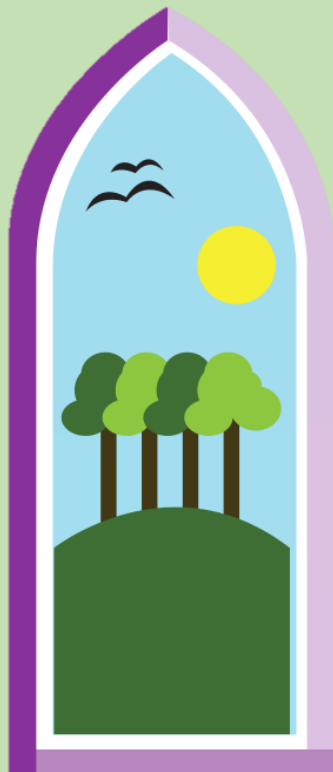
- Where does this fit in the history timeline?
- What cause and effect did this person/event have?
- What has changed and what has stayed the same?
- What perspective is this source written from?
- What does this sources tell me?

Disciplinary concepts shape the enquiry questions asked in a subject and organise the subject knowledge progressively. The disciplinary concepts drive the teaching sequence towards answering the overarching key question for the spine. They can all be applied across the entire subject and everyone is interconnected.



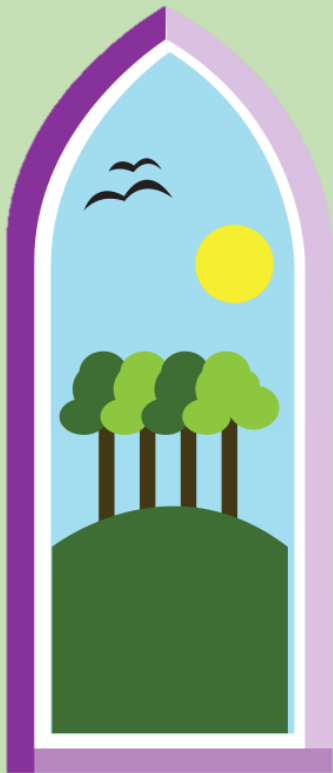
Chronology	Cause and effect	Change and Continuity	Perspective	Sources
Arranging or sequencing historical events in their correct order of occurrence	The relationship between events where one thing occurs because of another.	Historical change may be gradual over an extended period or very sudden. Other aspects such as cultural and religious traditions, institutions and economic systems can and do remain much the same.	Historians recognise that judgements are influenced by the standpoint or world view of the observer. The way that commentators 'see' things is influenced by their own unique set of beliefs, values and experiences.	Written, visual or artefactual evidence from the past which historians use to acquire information and to reach judgements about how people lived and what they thought.

Geography Concepts





History Skills

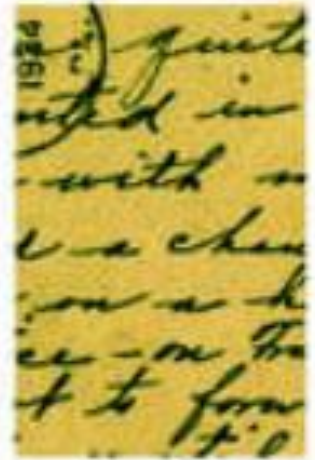


History Skills

Children will be taught the history skills required to be an effective Historian.

They will learn to:

- Find, organise, select, analyse, critique and interpret primary and secondary sources of evidence;
- Pursue a line of enquiry to answer a valid historical question;
- Construct new knowledge and understanding;
- Grasp key concepts and generalise about abstract ideas;
- Generate further questions to investigate.





History Impact

Vocabulary

Vocabulary is an essential building block to enable children to access the curriculum; within geography teaching sequences we use explicitly planned vocabulary to teach tier 2 and 3 vocabulary to all children. Teachers ensure that all children understand the key vocabulary needed to access the learning, with careful scaffolding for children with SEND. To support their vocabulary acquisition, the etymology and morphology of key vocabulary is also taught explicitly in our spelling lessons throughout KS2.

Adaption for children with SEND

Following the expectations laid out by the SEN Code of Practise, the following adaptations are made for individuals who need something that is addition to or different from others in the class. ([click here for document](#))

Impact

At Dunbury, children's books show learning sequences that develop their historical and conceptual understanding through a variety of rich tasks that make them think hard. Recorded work evidences snapshots of the learning sequence, with rich vocabulary, guided and independent work. Independent work shows the children's understanding of the lesson question and gives a snapshot of their learning throughout the overall lesson. Learning sequences show that over time, children know more and can apply this knowledge across their wider learning in geography.

We use the laid out essential knowledge in the progression documents to set the standard that we expect children to reach by the end of EY, KS1, lower KS2 and upper KS2.

