The Bridge Trust Columbus

HISTORY



OUR APPROACH

At Columbus, we believe that understanding history is crucial for understanding our present and shaping our future. Our History curriculum is designed to ignite a passion for the past, equipping our pupils with the knowledge, skills, and critical thinking necessary to become insightful and engaged global citizens.

Our History curriculum is built around a coherently planned sequence of lessons that progressively develop the skills and concepts required by the National Curriculum. We ensure that learning is cumulative, with opportunities to revisit and build upon prior knowledge.

Introduction to the aims of the curriculum

Our curriculum aims to ensure that pupils develop

- Substantive Concepts: We develop learners' understanding of core historical ideas, which are revisited and deepened across different units of study.
- Progressive Skill Development: Historical enquiry skills are built upon systematically throughout our units. This includes:
  - Historical Interpretations: Understanding different perspectives on the past.
  - Historical Investigations: Learning how to gather and analyse historical evidence.
  - Chronological Understanding: Developing a strong sense of time and sequence.
  - Knowledge and Understanding of Events and People in the Past: Acquiring a rich factual foundation.
  - Presenting, Organising and Communicating: Articulating historical understanding clearly and effectively.
  - Substantive Concepts and Historical Vocabulary: Mastering key terms and ideas essential for historical understanding.
- Disciplinary Concepts: We weave essential historical thinking skills into every unit, including:
  - Continuity and Change: Identifying what stayed the same and what transformed over time.
  - Cause and Consequence: Understanding the reasons behind historical events and their impacts.
  - Similarities and Differences: Comparing and contrasting different historical periods, societies, and experiences.
  - Historical Significance: Evaluating why certain events, people, or developments are important.
-

HISTORY

How We Deliver Our History Curriculum

To ensure learners "know more and remember more" in each area of history, our lesson sequences are carefully structured:

- Building on Prior Learning: We always consider what pupils have already learned and integrate opportunities for revision and retrieval of key dates, events, and facts.
- Retrieval Practice: Regular retrieval quizzes are incorporated into lessons to help solidify key knowledge and make it "stick." This embedding of revision is fundamental to building a deep historical understanding.
- Vocabulary Development: Key historical vocabulary is explicitly introduced in each lesson and reinforced through knowledge organisers, display materials, and additional resources.

Through these methods, we inspire both pupils and practitioners to develop a love of history and appreciate how it has shaped the world we live in. We want learners to understand that while they cannot change history, they can learn from it and use that understanding to help shape a better future.

Our teaching aims to:

- Inspire Curiosity: Spark pupils' innate curiosity to know more about the past.
- Develop Critical Thinking: Equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.
- Understand Human Complexity: Help pupils understand the complexity of people's lives, the process of change, the diversity of societies, and relationships between different groups, as well as their own identity and the challenges of their time.
- Broaden Historical Knowledge: Ensure pupils know and understand significant aspects of the history of the wider world, including ancient civilisations, the expansion and dissolution of empires, and characteristic features of past non-European societies.
- Master Historical Vocabulary: Enable pupils to gain and deploy a historically grounded understanding of abstract terms such as 'empire,' 'civilisation,' 'parliament,' and 'peasantry,' alongside other significant vocabulary.
- Apply Historical Concepts: Facilitate pupils' understanding of historical concepts such as continuity and change, cause and consequence, similarity, difference, and significance, and empower them to use these to make connections and draw contrasts.
- Develop Historical Perspective: Help pupils gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national, and international history; between cultural, economic, military, political, religious, and social history; and between short- and long-term timescales.

The Bridge Trust Columbus

HISTORY

CURRICULUM OVERVIEW

EYFS / KS1	KS2	KS3	KS4 / KS5
Pupils know about past and present events in their own lives and in those of families and other people they know. Pupils can recognise their own changes over time and explore photos of family members in the present and past. Pupils can recognise the passing of a day. Pupils will experience objects from the past and can state what they are **Toys** **Houses and homes** **Kings and Queens** **Our King** **Queen Victoria** **Queen Elizabeth II**	Pupils can compare and comment on images or videos of familiar situations / places in the past. Pupils can recognise that the passing of the year is marked by particular activities and associations. Pupils can describe things that have happened to themselves and other people in the past Pupils will look at objects from the past and ask questions i.e, "What were they used for?" and try to answer **Victorian school** **Great Fire of London GunPowder plot** **Henry VIII** **Florence Nightingale** **Guy Fawkes**	Pupils can use common words and phrases related to the passing of time Pupils can observe events that are specific to each season. Pupils can sequence events on a timeline Pupils understand the difference between things that have happened in the past and present Pupils can explore events, look at pictures and answer questions i.e, "Which things are old and which are new?" or "What were people doing?" **Egyptians (Tutankhamun, Queen Cleopatra, Alexander the Great)** **World war 2** **Life without shops** **Winston Churchill** **Tutankhamun**	Pupils can sequence events on a timeline and know that a timeline can be divided into BC and AD Pupils have an understanding of some of the ways in which we find out about the past and explain what has been learnt. Pupils can contrast differences between past and present lifestyles. Pupils will be able to describe the differences between then and now Pupils will be able to recount the main events from a significant event in history Pupils will be able to name some key inventors and inventions **The stone age (To know how stone age people hunted for their food and what they ate, how they communicated)** **Roman Empire** **Life without Technology** **Tim Berners-Lee** **Boudica**

The Bridge Trust Columbus

HISTORY

CURRICULUM OVERVIEW

EYFS / KS1	KS2	KS3	KS4 / KS5
Key Vocabulary Old New Tomorrow, Yesterday, Year, Week, Month, Later, Morning, Afternoon, Night, Day, Now, Next, Time	**Key Vocabulary** Old, New, Worn, Past, Present New year festival	**Key Vocabulary** Ancient, Future Tradition Before, after, Previously	**Key Vocabulary** Decades, century Events Invention innovation

Engagement model

Exploration: Pupils explore different items from the past and present.

Realisation: Pupils show realisation of familiar items, pictures and smells when these are presented to them.

Anticipation: Pupils show anticipation of cause and effect toys and artefacts from the past and present.

Persistence: Pupils sustain their attention while looking at and exploring items from the past and present.

Initiation: Pupils to interact with items, pictures and smells from the past and present . How do they interact? Do they show a preference?