Our Curriculum is underpinned by our core values. We use both the EYFS framework and the National Curriculum to shape the content and expectations of our History curriculum. The Chris Quigley Essentials curriculum for History has been used to help inform and structure this in each year group and look at progress within and across KS1 and KS2 at Overdale Junior School.

Cultural capital in History gives our pupils the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values. For example, local history days, Black History Month, educational visits and visitors, assemblies, celebration days.

Curriculum breadth in History is shaped by our core values, cultural capital, subject topics and our ambition for pupils to study the best of what has been thought and said by many generations of academics, scholars and inspirational figures. This is further outlined below.

Intent

**For children to see themselves as historians (History Capital):**

We aim to empower pupils to view themselves as active historians, increasing their confidence and identity within the subject. Our approach to "History Capital" includes fostering pupils' understanding, curiosity, and respect for the past. Pupils will realize that history is for everyone, and they have the ability to contribute to it through their perspectives and insights.

**To have the skills to work as historians:**  
Our History curriculum focuses on equipping pupils with skills essential to historical inquiry, such as critical thinking, source analysis, and effective communication of ideas. Through these skills, pupils engage deeply with historical concepts, enabling them to ask meaningful questions, evaluate evidence, and form reasoned conclusions about past events and people.

**To understand and connect with a diverse past:**  
We encourage pupils to gain a broad understanding of people, events, and contexts from various historical periods. This exposure cultivates empathy and an appreciation for the rich complexity of human experiences and encourages pupils to see how history shapes our world.

**To be curious about the past and its impact on the present:**  
Curiosity is at the heart of our History curriculum. Pupils are encouraged to explore how and why people have lived, made choices, and influenced society over time. This curiosity fosters a lifelong interest in learning about history and its role in shaping modern life.

**To develop a historical vocabulary to communicate confidently:**  
A well-developed historical vocabulary is essential for pupils to articulate their understanding and engage in meaningful discussions about the past. Building this vocabulary enables them to communicate effectively and confidently as historians.

Implementation

Our curriculum is designed to build on the foundations laid in EYFS by progressively deepening pupils’ understanding of key disciplinary historical concepts as they move through KS1.

These disciplinary concepts that underpin historical enquiry are:

**Chronology:** Understanding timelines and placing events, artefacts, people in order.

**Cause and Consequence**: Exploring why events happened and their impacts.

**Continuity & Change:** Identifying what has changed over time and what has remained the same.

**Similarity and Difference:** Comparing and contrasting societies, events, and periods.

**Evidence:** Using sources and artefacts to learn about the past.

**Significance:** Evaluating the importance of events, people, or changes.

For example, pupils explore **similarity and difference** by comparing lives and events across different periods, such as through the study of monarchs and significant local figure Sir David Attenborough. They investigate **cause and consequence** by examining how innovations and key events, like the invention of Braille or the Great Fire of London, have shaped society. Additionally, students consider **historical significance** by reflecting on why we remember figures like Florence Nightingale and Mary Seacole, and the lasting impact of their contributions to society.

Furthermore, by identifying and streamlining key substantive knowledge categories, or "threads," cohesive themes have been created that recur across both the KS1 history curriculum and KS2 history at Overdale Junior School, making it easier for students to make connections between different topics and historical periods.

These substantive threads have been identified as:

**Community:** How groups of people live, work, and relate to each other

**Knowledge:** Understanding and ideas that shape societies, including scientific and cultural advancements

**Invasion:** Events where societies or groups conquer or take over territories

**Civilisation:** Characteristics of advanced societies, such as governance, culture, and infrastructure

**Power:** The use and influence of leadership, including monarchs and other rulers.

**Democracy:** Systems of governance where power is shared among people, often through representation and rights

Finally, our History curriculum is planned around ‘Threshold Concepts’ (the ideas that shape pupils’ thinking), taken from Chris Quigley’s ‘Essentials Curriculum’ to track pupils’ learning through Milestones. Threshold concepts tie together the subject topics into meaningful schema. The same concepts are explored in a wide breadth of topics. Through this ‘forwards-and-backwards engineering’ of the curriculum, pupils return to the same concepts over and over, and gradually build understanding of them across KS1 and KS2.

Each Threshold Concept is explored within different contexts so that it has tangibility and meaning. Breadth of contexts ensures that children gain relevant knowledge and can transfer this knowledge, therefore ensuring the curriculum is not just designed to achieve ‘coverage’ of the National Curriculum, but that over time, pupils are able to know more, remember more and do more. For each of the threshold concepts there are three milestones, each of which includes the procedural and semantic knowledge pupils need to understand the threshold concepts, provide a progression model. At Overdale Infant School, children work within milestone 1, before progressively working within milestones 2 and 3 at Overdale Junior School.

The Threshold concepts are identified as:

***Investigate and interpret the past***

This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.

***Build an overview of world history***

This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.

***Understand chronology***

This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.

***Communicate historically***

This concept involves using historical vocabulary and techniques to convey information about the past.

At Overdale Infant School, we have structured this so that each year group has:

1. A clear break down of the subject topics to be covered including the overarching key enquiry question and the threshold concepts pupils should understand (for KS1)
2. A Knowledge Organiser outlining the core knowledge to be learned (for F2 and KS1)
3. A Medium Term Plan which further breaks down what is to be covered into a sequence of suggested lessons, each with their own enquiry question
4. Assessment guidance to support teachers in making judgements on children’s progress

The table below gives further detail of the breadth and depth of our History Curriculum:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Curriculum** | **Knowledge** | **Skills** | **Vocabulary** |
| F1 | ***Development Matters***  **3 & 4 year olds**   * Begin to make sense of their own life-story and family’s history. * Show interest in different occupations. | * To know who is in their family unit and talk about their relation to them. * Can talk about significant recent, events in their family history (e.g. birthdays, weddings, celebrations etc.) * To show an awareness of different occupations. | * To be able to talk about who is in their family, using photographs where possible to support. * To be able to talk about significant events that they have experienced. * To be able to listen to stories about different occupations and use role play materials that build an awareness of different occupations. | Family, Mum, Dad, Mama, Mummy, Daddy, Grandma, Grandad, Nany, uncle, aunty, (include different names in laguages used by cohort),  Police, Doctor, Dentist, Fire brigade, teacher (adapt to reflect children’s interests). |
|  | **Curriculum** | **Knowledge** | **Skills** | **Vocabulary** |
| F2 | * Begin to make sense of their own life-story and family’s history.   **Children in Reception**   * Comment on images of familiar situations in the past. * Compare and contrast characters from stories including figures from the past. * Show interest in different occupations from the past. | Children will develop “now knowledge” (identified on MTPs/KOs) through the following topics/key enquiry questions:  **Understanding the World:**  ***How did these amazing people follow their dreams, and what can we learn from the lives they lived?***  **Understanding the World:**  ***How have I grown and changed, and what was life like for me and my family in the past?***  **Understanding the World:**  ***How are toys from the past different from the toys we play with today?***   * To know that pictures, stories, artefacts and accounts can tell you about the past. * To understand that life changes over time. * To have an awareness of the chronology of events (the order in which things happen). * To observe historical features in the locality and what they were used for in the past and how that differs to the present day. | * To be curious about things from the past. * To be able to talk about pictures, stories and artefacts from the past. * To be able to identify some similarities between pictures, stories, artefacts and accounts from past and present. * To be able to identify some differences between pictures, stories, artefacts and accounts from the past and present.   To be able to listen to explanations of similarities and differences between the past and present. | Past tense (ed), yesterday, old, new, past, now, then, before, after, first, then, next. |
|  | **Curriculum** | **Knowledge** | **Historical Concepts and Skills** | **Vocabulary** |
| Year 1 | ***National Curriculum for KS1***  Pupils should be taught about:  Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.  Events beyond living memory that are significant nationally or globally [for example the first aeroplane flight or events commemorated through festivals or anniversaries]  The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods  Significant historical events, people and places in their own locality | Children will develop “now knowledge” (identified on MTPs/KOs) through the following topics/key enquiry questions:  **The history of flight – The Wright Brothers and Amy Johnson**  ***How did it become possible for humans to fly across the world?***  *Knowledge, Community*  *Cause & Consequence, Chronology, Significance*  **Remembrance**  ***What is Remembrance?***  *Community, Power*  *Significance, Evidence, Chronology*  **Monarchs: Queen Elizabeth II and King Charles III**  ***How have Queen Elizabeth II and King Charles III made a difference in our lives and our community?***  *Community, Power*  *Change & Continuity, Significance, Chronology*  **Sir David Attenborough and Mary Anning**  ***How have Sir David Attenborough and Mary Anning helped us learn about natural history?***  *Knowledge, Community*  *Evidence, Similarity & Difference, Significance*  Children will reinforce and build upon knowledge from earlier work in Pre-school and Reception to strengthen their “hereafter knowledge”: Prior/future learning links and ‘do now’ retrieval tasks identified on MTPs. | Investigate and interpret the past   * Ask and answer questions \* * Observe or handle evidence to ask questions \* and find answers to questions about the past * Understand some ways we find out about the past * Choose and use artefacts, parts of stories and other sources to find out about the past and show understanding of concepts (see concept lists) * Communicate findings so learning gains coherence   Build an overview of world history   * Recognise that there are reasons why people in the past acted as they did.   Understand chronology   * Develop an awareness of the past * Identify similarities / differences between periods * Order events/people/objects/artefacts chronologically   Communicate historically   * Show an understanding of the concept of nation and a nation’s history   *\*Questions relate to these key concepts that underpin all historical enquiry, developed through regular re-visiting in a range of contexts*  Chronology   * Begin to recall, use or make reference to dates in relation to some significant events/people. * Make links and begin to describe choronology on a larger scale in relation to periods/events/people learned about * Identify similarities / differences between periods   Cause and Consequence   * Recognise why people did things, why events happened and what happened as a result   Continuity & Change   * Identify similarities / differences between ways of life at different times   Similarity and Difference(within a period/situation, diversity)   * Make simple observations about different types of people, events, beliefs within a society   Evidence   * Understand that as historians, we can find out and know about the past because of evidence * Make simple observations and inferences of evidence   Significance   * Talk about who was important eg in a simple historical account | **Chronological knowledge/understanding**  Use common words and phrases relating to the passing of time  (outlined on MTPs/KOs)  **Historical terms**  Use a wide vocabulary of everyday historical terms (outlined on MTPs/KOs) |
| Year 2 | ***National Curriculum for KS1***  Pupils should be taught about:  Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.  Events beyond living memory that are significant nationally or globally [for example or example, the Great Fire of London or events commemorated through festivals or anniversaries]  The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (for example Mary Seacole and/or Florence Nightingale and Edith Cavell) | Children will develop “now knowledge” (identified on MTPs/KOs) through the following topics/key enquiry questions:  **Significant person: Louis Braille**  ***How did Louis Braille's invention change lives?***  *Knowledge, Community*  *Cause & Consequence,, Significance, Chronology*  **The Great Fire of London**  ***Why was The Great Fire of London such a significant event in British history?***  *Community, Civilisation*  *Cause & Consequence, Change & Continuity, Evidence*  **Short study:**  **Significant individuals Rosa Parks and Malala Yousafzai**  ***How did Rosa Parks and Malala Yousafzai stand up for what they believed in, and how has it changed the world?***  *Democracy, Power, Community*  *Significance, Cause & Consequence, Similarity & Difference*  **Significant individuals: Florence Nightingale, Mary Seacole, Edith Cavell**  ***How did Florence Nightingale, Mary Seacole and Edith Cavell help others in times of need, and why do we remember them today?***  *Community, Power*  *Significance, Evidence, Change & Continuity*  Children will reinforce and build upon knowledge from earlier work in Pre-school, Reception and Year 1 to strengthen their “hereafter knowledge”: Prior/future learning links and ‘do now’ retrieval tasks identified on MTPs. | Investigate and interpret the past   * Ask and answer questions \* * Observe or handle evidence to ask questions \* and find answers to questions about the past * Understand some ways we find out about the past * Choose and use artefacts, parts of stories and other sources to find out about the past and show understanding of concepts (see concept lists) * Communicate findings so learning gains coherence   Build an overview of world history   * Recognise that there are reasons why people in the past acted as they did.   Understand chronology   * Develop an awareness of the past * Identify similarities / differences between periods * Order events/people/objects/artefacts chronologically   Communicate historically   * Show an understanding of the concept of nation and a nation’s history   *\*Questions relate to these key concepts that underpin all historical enquiry, developed through regular re-visiting in a range of contexts*  Chronology   * Begin to recall, use or make reference to dates in relation to some significant events/people. * Make links and begin to describe choronology on a larger scale in relation to periods/events/people learned about * Identify similarities / differences between periods   Cause and Consequence   * Recognise why people did things, why events happened and what happened as a result   Continuity & Change   * Identify similarities / differences between ways of life at different times   Similarity and Difference(within a period/situation, diversity)   * Make simple observations about different types of people, events, beliefs within a society   Evidence   * Understand that as historians, we can find out and know about the past because of evidence * Make simple observations and inferences of evidence   Significance  Talk about who was important eg in a simple historical account | **Chronological knowledge/understanding**  Use common words and phrases relating to the passing of time  (outlined on MTPs/KOs)  **Historical terms**  Use a wide vocabulary of everyday historical terms (outlined on MTPs/KOs) |

Impact

We assess pupils’ progress through observations, discussions, and ongoing retrieval practice, ensuring that knowledge is embedded in long-term memory. We check that pupils: *know more* so they can *remember more* to be able to *do more*. Summative assessments are recorded termly, and regular monitoring by the History Lead ensures high standards across the school. Our aim is that pupils leave KS1 with a solid foundation in historical knowledge and the skills to enable them to explore the past, which can then be built upon through KS2 and beyond.