

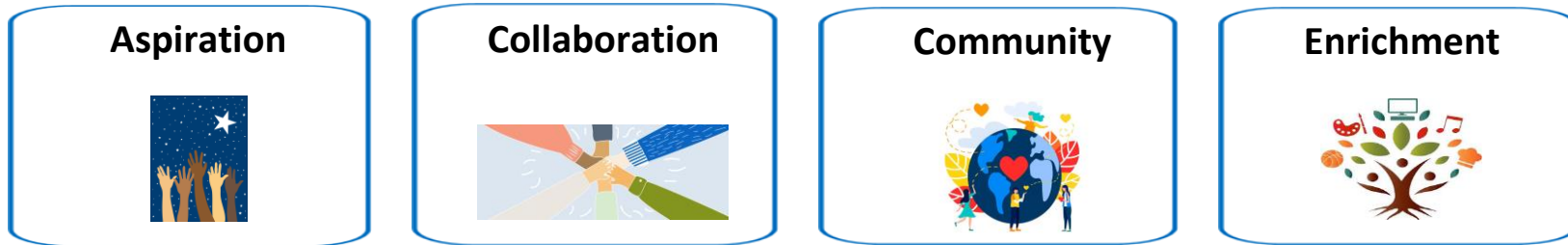
Contents

The Curriculum – our approach	3
Curriculum Drivers	4
Working Memory Model	5
Key Concepts and Second Order Concepts Overview	6
Key Concepts	7
Key Concepts Year Group Mapping	8
Knowledge and Skills Sequencing	10

The Curriculum – Our Approach

Victoria Dock Curriculum – Ambition for All

At Victoria Dock Primary School, we celebrate our rich, multicultural school community through a purposeful and progressive curriculum. Throughout their school journey, our children experience drivers of



Our curriculum is designed to provide a broad and balanced education that meets the needs of each and every one of our pupils. The children are provided with a breadth of learning opportunities, which encourage them to explore and exercise their creativity by growing and developing into enthusiastic and highly motivated learners.

At Victoria Dock Primary School, we acknowledge the importance of developing the whole child instead of solely preparing for academic success. Our curriculum offers excellent opportunities for each child to explore and exercise their passions for sport, music, acting, artistic flair, business and enterprise and much more. These activities are shared regularly with parents, carers and visitors through performances, workshops, exhibitions and assemblies. We consider our local community to be of paramount importance. We believe it is invaluable to educate the children about the area in which they live and learn and to build a sense of pride in our local community.

In addition, we offer the opportunity for children to make a highly influential and tangible contribution to the daily life of the school and the wider community through involvement in our School Council or our Buddy Teams.

Victoria Dock Primary School

Curriculum Drivers

Aspiration

- * Use prior knowledge as a springboard for new learning
 - * Resilience and perseverance
- * Listen and learn from others
 - * Leadership skills
- * Appreciate and use local knowledge
- * Recognise success for all



Collaboration

- * Everyone's contribution has value and worth
 - * Build and maintain healthy relationships with others
- * Encourage respect and the opinion of others
- * Confidence in our own voices
- * Leadership and group work



Community

- * Understand and accept differences
 - * Tolerance
- * Appreciate the uniqueness of others
 - * Compassion
- * Celebrate equality and diversity



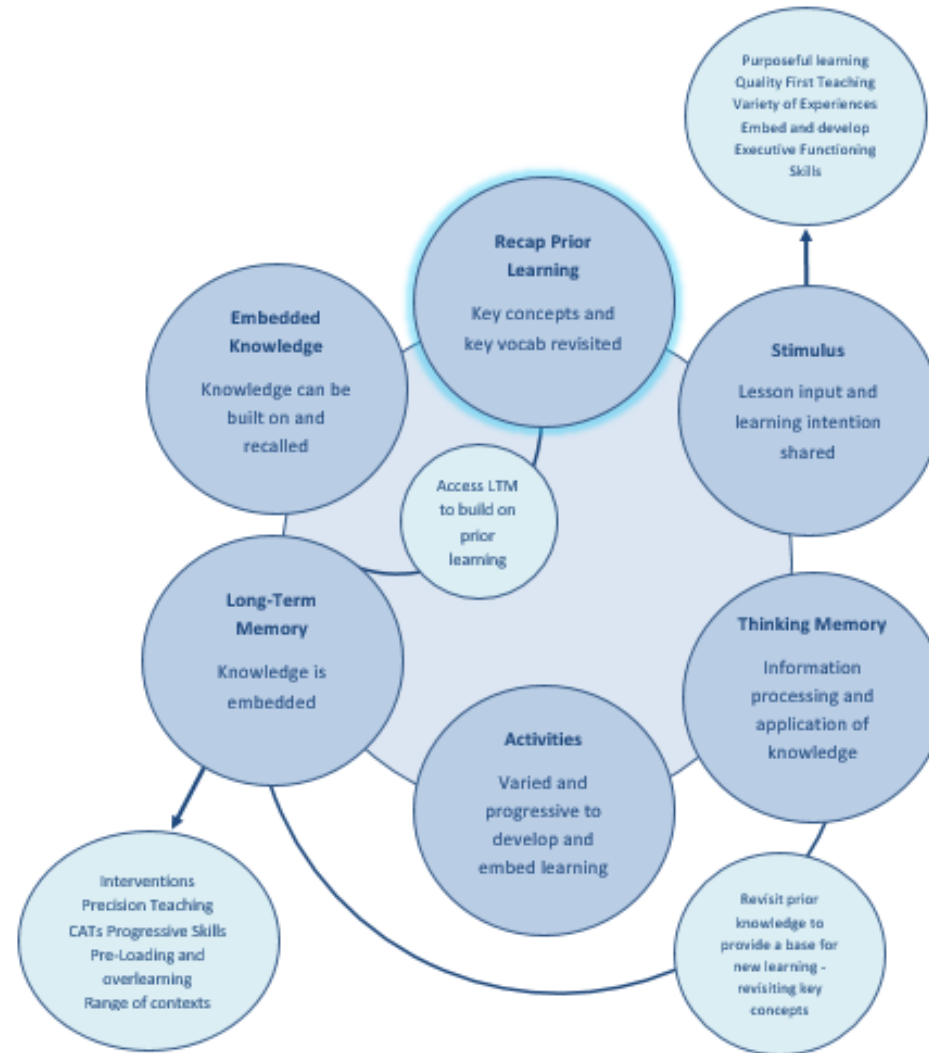
Enrichment

- * Celebrate and embrace talent
 - * Appreciate the Arts
 - * Broaden life skills
- * Have the confidence to learn new and unfamiliar things
- * Ensure visits and visitors enhance learning




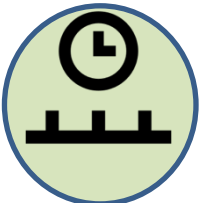
Working Memory Model

With the collation of all this extensive research, we have generated a 'Working Memory Model', which enables teachers to ensure that learning is robust and that all pupils are using their interconnected schema to their full potential.



Key Concepts

Through collaboration with subject leaders and subject specialists across our secondary schools, each subject has identified key concepts (big ideas) for their subject. These key concepts are the skills and knowledge essential to pupils achieving and exceeding expected standards in that specific subject. Key concepts are subject specific and build progressively as pupils move through the school. When pupils encounter a key concept, they will revisit other topics where they learnt about the same concept to enable them to make connections between different learning and build the schema they need.

History					
					
Historical enquiry	Chronology	Community and culture	Conflict and disaster	Exploration and invention	Hierarchy and power

Second Order Concepts

Second order concepts are fundamental knowledge and skills which are transferable across a range of curriculum subjects. For example, we introduce pupils to the concept of ‘similarity and difference’ early in their education, developing the observational skills and language needed to make comparisons. This is developed and applied as pupils move through the school so they can confidently apply this in all areas of the curriculum by upper Key Stage Two.

Curriculum subject	Significance	Similarity and difference	Cause and consequence	Continuity and change	Responsibility	Communication (Oracy & Written)	Enquiry
History	Significant people, events and dates through history	Comparing historical periods	Causes and impact of key events	What has changed over time and what has stayed the same?		Using historical terms, presenting information as historians, using evidence and sources to support statements	Historical enquiry, source material, considering evidence, facts and opinions, research. Visits.

Key concepts (Big Ideas) in HISTORY

Pupils will learn how historians use sources to investigate and interpret the past. They will develop a sense of chronology to ensure they develop a secure understanding of the sequence of historical periods and key events within a period. They will use the key concepts as different lenses to focus their learning on important aspects of different historical periods and make links and comparisons within and between different periods in history. They will learn how to communicate their ideas orally and in writing in an appropriate historical style.

Pupils make progress in history by developing:

- *their knowledge about the past (substantive knowledge)*
- *their knowledge about how historians investigate the past, and how they construct historical claims, arguments and accounts (disciplinary knowledge)*

These two strands are taught in combination as pupils study each unit of history.

Historical enquiry*



Primary and secondary sources help us understand what happened in the past. Pupils will learn how historians have used a range of sources to investigate specific questions about the past. They will also look at artefacts and sources themselves (e.g.: tools, ornaments, toys, household items, coins, diaries, historical accounts, pictures, newspapers) and consider how historians use sources to interpret the past.

Chronology*



Pupils will develop an understanding of the chronology of British, local and world history. They will explore dates, timelines, key events and significant people. They will learn about the impact of these events and people.

Community and culture



Pupils will learn about and make comparisons between different civilisations and societies through history. They will learn about key aspects such as architecture, art, civilisations, societies, homes, religion, settlement, games and sports.

Conflict and disaster



Throughout history, major changes have occurred as a result of significant events including war, invasion or disasters. Pupils will look at the reasons why these happened and the impact they had. They will learn about conquest, invasion, defence, occupation, the military and war as well as disasters such as fire and plague.

Exploration and invention



Pupils will learn how people explored and invented through history and the impact of this. They look at key discoveries, transport, trade routes, tools and technology and how these changed over time.





















Hierarchy and power






















Pupils will learn about and make comparisons between different civilisations, exploring life of the rich and the rulers compared to other members of society. They will look at countries, democracy, empires, government, law, monarchy and rulers, rich and poor and slavery from key historical periods they study.



*These concepts are studied in all units of history

History Key Concepts Year Group Mapping – Cycle A

		Autumn	Spring	Summer
EYFS	These are studied in all historical units  	In EYFS, pupils are taught history through the strand Understanding the World. Throughout the year, pupils are taught: Their living memory (through the use of stories, pictures and secondary resources).		
Years 1 and 2		Guy Fawkes  	Kings And Queens   	Toys 
Years 3 and 4		Stone Age To Iron Age  	Victorians  	Hull – A Local Study 
Years 5 and 6		Ancient Greece  	Ancient Egypt   	Leisure And Entertainment  

History Key Concepts Year Group Mapping – Cycle B

		Autumn	Spring	Summer
EYFS	These are studied in all historical units  	In EYFS, pupils are taught history through the strand Understanding the World. Throughout the year, pupils are taught: Their living memory (through the use of stories, pictures and secondary resources).		
Years 1 and 2		The Great Fire Of London  <small>Community & Culture</small>  <small>History & Discovery</small>	Hull's Heroes – Amy Johnson  <small>Geography & Navigation</small>	Nurses  <small>Community & Culture</small>
Years 3 and 4		The Roman Empire  <small>History & Discovery</small>  <small>Geography & Navigation</small>	Crime And Punishment  <small>Heritage & Power</small>  <small>Community & Culture</small>	Vikings And Anglo Saxons  <small>Heritage & Power</small>  <small>Community & Culture</small>
Years 5 and 6		The Industrial Revolution  <small>Community & Culture</small>  <small>Geography & Navigation</small>	The Mayans  <small>Community & Culture</small>  <small>Geography & Navigation</small>	World War II  <small>Community & Culture</small>  <small>History & Discovery</small>  <small>Heritage & Power</small>

Knowledge and skills sequencing		HISTORY					
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Chronology Substantive knowledge about the past 	Can talk about past and present events in their own lives Use the terms past and present	Can use words and phrases like: before, after, past, present, then and now Can sequence events from within their lifetime on a timeline	Create a timeline using time vocabulary e.g.: modern, recent or specific times e.g.: 1960s Can sequence events from beyond their lifetime on a timeline	Understand the difference between BC, AD, BCE and CE Sequence up to 6 key events from the period studied on a timeline	Identify today and the current study period on a timeline in relation to previous studies Sequence 6 key events from the period studied on a timeline	Identify today and the current study period on a timeline in relation to previous studies Sequence up to 8 key events from the period studied on a timeline, including dates	Identify today and the current study period on a timeline in relation to previous studies Sequence up to 10 key events from the period studied on a timeline, including dates
Historical enquiry Disciplinary knowledge about historians understanding of the past is constructed from sources 	Can find out about things that have happened in my life by asking questions and looking at pictures	Can ask questions from sources eg: when was this written/made? What is this object? What was it used for?	Can use two different sources to make inferences about the past	Understand how historians use different sources to make inferences about the past. Can research information to answer specific historical questions Understands how historical artefacts can be used to build up a picture of the past. Presents historical information in a variety of ways	Understand how historians have used sources, including sources that show bias, to answer questions about the past Uses a range of information, including own research, to present a historical argument Asks thought provoking questions and can make comparisons between periods studied		

Historical Contexts

Historical contexts for learning

Pupils revisit key concepts in a systematic way, making links between key themes in different periods.

Through each unit, pupils deepen their knowledge about the past (substantive) and their understanding of how historians know about the past (disciplinary).

Knowledge and skills sequencing		HISTORY – Second Order Concepts					
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Similarity and difference Within the same time period e.g. between groups, places or societies	I can identify and describe similarities and differences between myself and others	I can identify things that are the same and different within a period studied, focusing on one or more of the 4 key concepts		I can describe similarities and differences within a time period in relation to groups, places or societies E.g., how did the Roman invasion of Britain affect different groups or places? I can describe similarities and differences between a period of history and now in relation to one or more of the 4 key concepts		I can explain the differences in the lives of people from different social classes, cultures, religions or race I can undertake research in order to find similarities and differences between groups, places or societies and draw my own conclusions in relation to one or more of the 4 key concepts	

<p>Cause and consequence Analysing why events happened</p>	<p>I can say why something happened</p>	<p>I can explain why a historical event happened and what happened as a result</p> <p>I can explain why an important person from history acted the way they did and what the impact of this was</p>		<p>I can identify and give reasons for historical events and explain the impact</p> <p>I can explain how a historical event impacted on at least one of the 4 key concepts</p>	<p>I can explain a range of factors that caused historical events</p> <p>I understand the impact of historical events in a historical period or on later periods of history</p>
<p>Continuity and change Analysing the pace, type and extent of change across time periods, including what impact it had</p>	<p>I can talk about some things that have changed during my lifetime</p>	<p>I can identify things that have changed or stayed the same during my lifetime</p>	<p>I can identify things that have changed or stayed the same by comparing the present with a time before I was born</p>	<p>I can explain the links between significant events</p> <p>I can explain what changed and stayed the same between 2 periods of history in relation to at least one of the 4 key concepts</p>	<p>I can summarise the main events from a period of history, explaining the order of events and making connections between them</p> <p>I can justify how or why things changed or did not change over time in relation to one of the 4 key concepts</p>
<p>Historical significance Why some events or people are deemed to be significant by historians</p>	<p>I can recognise and describe special times or events for me, my friends or family</p>	<p>I know about some significant people or events from before I was born</p> <p>I can explain how historical events and people changed things</p>		<p>I am aware of some pivotal events and people in modern British history and why historians see them as significant</p>	<p>I understand the reasons why some events or people are deemed to be significant</p> <p>I am aware of a wider range of significant people and events from my studies of British and World History</p>