



History at Ashton Gate Primary School



History is the study of the past. It helps us learn about people, events, and changes over time, and understand how they shape the world we live in today.

Intent

Our history curriculum aims to inspire children's curiosity about the past and develop their understanding of how people lived. We want pupils to gain a strong sense of identity and cultural awareness by exploring their local history, alongside key aspects of British and wider world history. Through studying significant events, people, and changes, children learn how the past has shaped life today. We equip pupils with the skills of enquiry, analysis, interpretation, and problem solving, enabling them to think critically as historians. Our curriculum also builds secure substantive knowledge, supported by a rich and carefully sequenced vocabulary, helping children to make meaningful connections and develop a coherent understanding of history over time.

Our School Drivers

History learning at Ashton Gate primary school develops our school drivers in a range of ways.

Cultural diversity

- Learning about the history and the voices of different cultural groups.
- Helping children to appreciate and respect different cultures, perspectives, and contributions throughout history.
- Exploring how different cultures interacted through trade, migration, colonization, and conflict.
- Discovering both positive contributions and historical injustices involving different cultures.
- Learning about global history, for example the Ancient Maya and Ancient Egypt, as well as the history of Britain and Europe.
- Learning about the role of minority communities in national history, such as the Windrush generation.
- Children learn how their country has been shaped by global influences and diverse communities, helping them see the value of a shared and interconnected heritage.

Independence

- Applying their historical skills with increasing independence through carefully structured enquiries.
- Developing the independence to draw links between different topics of study using the substantive concepts, for example understanding the concept of 'empire' in different historical contexts.
- Using the CEEAAC model (shown below), allowing for independent application of knowledge and skills.
- Developing the ability to independently analyse, question and reach conclusions using

historical evidence.

Equity

- Ensuring that all pupils learn about a wide range of people, cultures, and events from different perspectives.
- Including stories and contributions from people of different ethnicities, genders, religions, and backgrounds.
- Highlighting the injustices caused by inequality.
- Encouraging critical thinking about the past (e.g. questioning how groups of people were treated and represented).
- Helping children to develop empathy and understand the importance of fairness and respect.
- Using a carefully-sequenced and knowledge-rich curriculum, where all children are given the access to the same information in a way that they can access.
- Using explicit vocabulary instruction to ensure all children have the knowledge they need to be successful in each lesson.
- Knowledge organisers and knowledge notes (shown below) used to support learning.
- Quality-first whole-class teaching in history lessons.

Growth mindset

- All pupils are encouraged to 'Rise High Together' and use their Ashton Gater characteristics in history lessons.
- The cumulative nature of the CUSP curriculum allows for revisiting of previous concepts, knowledge and vocabulary to ensure that it is embedded in long term memory.
- The CEEAAC model uses learning loops to check for understanding and learning is repeated throughout lessons and units.
- Scaffolding and retrieval practice help close gaps, giving all pupils the tools to succeed.

The CUSP Curriculum

Our history curriculum is taught using CUSP, which is currently in the process of being rolled out to all year groups. This is an evidence-led curriculum, which goes beyond the expectations of the National Curriculum, where knowledge is built cumulatively and is retrieved regularly to increase the chance that it will be stored in long term memory. Substantive and disciplinary knowledge is mapped out over the curriculum and can be seen in the overviews below.

Substantive knowledge - this is the subject knowledge and explicit vocabulary used to learn about the content.

AN EXAMPLE OF THE LONG-TERM SEQUENCE FOR HISTORY Year 1 – Year 6 for the Single Age Sequence						
SUGGESTED SUBSTANTIVE CONCEPTS						
Community	Knowledge	Invasion	Civilisation	Power	Democracy	
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Understanding the world</p> <p>Past and Present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>	<p>Changes within living memory</p> <p>COMMUNITY KNOWLEDGE</p> <p>Nationality, Rights, Society</p>	<p>Events beyond living memory</p> <p>COMMUNITY POWER KNOWLEDGE DEMOCRACY</p> <p>City, Monarchy, King, Merchant, Parliament, Society, Religion</p>	<p>Stone Age Bronze Age Iron Age</p> <p>KNOWLEDGE COMMUNITY POWER</p> <p>Settlement, Belief, Conflict, Trade, Trade routes</p>	<p>Britain's settlement by Anglo-Saxons and Scots</p> <p>INVASION POWER COMMUNITY</p> <p>Kingdom, Monarchy, Trade, Migration, Religion, Settlement, Conflict, King</p>	<p>Ancient Greece</p> <p>POWER DEMOCRACY KNOWLEDGE CIVILISATION</p> <p>Army, City-State, Conflict, Democracy, Empire, Enemy, Military, Belief, Navy, Rights, Ruler, Settlement, Slave, Society, Trade, Voyage and War</p>	<p>How did conflict change our local area in WW2</p> <p>Local history study</p> <p>POWER INVASION DEMOCRACY COMMUNITY</p> <p>Monarchy, King, Conflict, Democracy, Dictator, Freedom, Laws, Military, Parliament, Prime Minister, Rights, War, Alley</p>
	<p>Lives of significant people</p> <p>KNOWLEDGE COMMUNITY</p> <p>Past, Rights, Discovery Discrimination, Queen, Monarchy, Explore Society, Pioneer</p>	<p>Significant historical events, people and places in our locality</p> <p>COMMUNITY KNOWLEDGE POWER</p> <p>Monarchy, King, Queen, Religion, Society, Trade, Church, Settlement</p>	<p>Rome and its impact on Britain</p> <p>INVASION POWER CIVILISATION</p> <p>Army, Conflict Empire, Settlement, Rules / Law, Rights, Tax, Trade, Nation, Emperor, Frontier, Religion</p>	<p>Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>INVASION POWER COMMUNITY</p> <p>Kingdom, Trade, Migration Belief, Settlement, Hair, Monarchy, Conflict, King, Religion</p>	<p>Compare non-European society with Anglo-Saxons (Maya or Benin)</p> <p>CIVILISATION KNOWLEDGE POWER</p> <p>City-State, Conflict, Enemy, Famine, King, Nobility, Queen, Belief, Ruler, Rules and Law, Settlement, Trade, War</p>	<p>Windrush Generation</p> <p>COMMUNITY DEMOCRACY POWER</p> <p>Alliance, Ancestor, Army, Colony, Conflict, Freedom, Migration, Immigration, Monarchy, Peace, Rights, Rules, Society, Trade, Voyage, Religion, Nationality</p>
	<p>More lives of significant people</p> <p>KNOWLEDGE COMMUNITY</p> <p>Explore, Rights, Freedom, Society, Frontier, Pioneer</p>	<p>Revisit events beyond living memory</p> <p>COMMUNITY KNOWLEDGE DEMOCRACY</p> <p>City, Monarchy, King, Merchant, Parliament, Society, Religion</p>		<p>Achievements of an ancient civilisation Egypt or Shang Dynasty</p> <p>CIVILISATION KNOWLEDGE POWER INVASION</p> <p>Empire, Kingdom, Settlement, Society, King, Nobility, Power, Queen, Beliefs, Trade, War, Hierarchy, Slave</p>		<p>Five Significant Monarchs</p> <p>POWER INVASION DEMOCRACY</p> <p>Conflict, Conquest, Empire, Monarchy, Queen, King Ancestor, Aristocracy, Church, Religion, Peace, Nation, Parliament Society, Rules / Law</p> <p>or</p> <p>Battle of Britain</p> <p>POWER INVASION COMMUNITY</p> <p>Monarchy, King, Conflict, Democracy, Dictator, Freedom, Laws, Military, Parliament, Prime Minister, Rights, War</p>
SUGGESTED DISCIPLINARY KNOWLEDGE – THINKING AS A HISTORIAN						
Historical enquiry						
Chronology	Cause & consequence	Change & continuity	Similarity & difference	Evidence	Significance	

Disciplinary knowledge – this is the use of knowledge and how children become a little more expert as a historian by Thinking Historically.

SUGGESTED DISCIPLINARY KNOWLEDGE – THINKING AS A HISTORIAN					
Historical enquiry					
Structured and relevant enquiry that sets pupils on a historical quest. Each knowledge note has a learning question that gives the pupils the opportunity to attempt and apply their understanding of the substantive knowledge (what pupils KNOW) in a disciplinary way (what pupils DO). These cumulate towards a more expert understanding of the big idea.					
Chronology	Cause & consequence	Change & continuity	Similarity & difference	Evidence	Significance
<p>The science of time</p> <p>How events and significant people are placed in time.</p> <p>Chronological order means to place people or events in a sequence which represents the passing of time.</p> <p>Use time related words, such as before, during and after.</p> <p>BC = Before the birth of Christ. Also known as BCE = before the common era.</p> <p>AD = Anno Domini (the number of years after the death of Christ).</p> <p>Also known as CE = common era.</p> <p>There is no year 0, only 1 BC and AD 1.</p>	<p>The reason and result of the things that happened in history</p> <p>Causation is about why events occurred and situations happened.</p> <p>How ideas connect and interrelate.</p> <p>Grouping causes into categories, such as personal belief, military action, economic drivers or deliberate acts.</p> <p>Causation is best used to think historically when the narrative of the study is secure and the big ideas are coherent, such as significant people, places, events and time.</p> <p>Consequence is the result of the cause.</p>	<p>How key people, places and events changed or stayed the same over time</p> <p>How much really changed over and across time?</p> <p>What kind of change was occurring? Was it social, military, economic?</p> <p>Pace and process: how quickly did things change? Lee, P. (2005) recommends stopping pupils thinking of historical change like a volcano - instant and destructive.</p> <p>Continuity</p> <p>Latin: <i>continuitatem</i> = a connected series. What remained the same?</p> <p>What factors were the same? Trade? Ideas of race?</p>	<p>Similarity</p> <p>Compare similarities at the same time - what stayed the same and why?</p> <p>For example, you could compare Athens and Sparta at the same time.</p> <p>Difference</p> <p>Compare difference at the same time – what was different between people and places – why was that?</p> <p>For example, you could examine the beliefs of Nazi Germany and the allies.</p>	<p>How we know about the past</p> <p>A source presents a viewpoint, position angle or bias from the time it was created.</p> <p>Unwrapping a source tells pupils more about the attitudes, beliefs and culture of that time.</p> <p>Relics can be used and are sources</p> <p>objects, artefacts and architecture don't carry a conscious testimony (Adapted from Ashby, 2017).</p> <p>Primary sources</p> <p>original documents, images or artefacts that provide a first-hand testimony to help inform the related study.</p> <p>Secondary sources</p> <p>books and articles about a study that may not have been created at the time.</p>	<p>Why people, events and ideas are important in our studies</p> <p>The choice to study certain people and events because of their importance over time.</p> <p>Latin: significare</p> <p>to make signs or point out.</p> <p>Significant people and events are chosen by others to tell a historical narrative.</p> <p>Why have they been chosen? What is significantly good or bad about these people and events?</p> <p>Also consider 'silences'</p> <p>(the not told history) as an opposite and equal to significance. (Trouillot and HA 181,2020)</p> <p>What stories were not told or are now emerging, such as the Windrush generation.</p>

This substantive and disciplinary knowledge is mapped out across the topics taught in each year group, ensuring children are building on their skills cumulatively.

	Autumn	Spring	Summer
Year 1	Changes within living memory	The lives of significant people (Mary Anning and David Attenborough)	More lives of significant people (Neil Armstrong, Mae Jemison, Bernard Harris Jr., Tim Peake)
Year 2	Events beyond living memory (Great Fire of London)	Significant historical events, people, places in our locality	Significant historical events, people, places in our locality Revisit – Events beyond living memory
Year 3	Stone Age – Iron Age	Stone Age – Iron Age Rome and the impact on Britain	Rome and the impact on Britain
Year 4	Britain's settlement by Anglo-Saxons and Scots Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Ancient civilisation - Egypt or Shang Dynasty	Ancient civilisation - Egypt or Shang Dynasty
Year 5	Ancient Greece	Ancient Greece Comparison study – Maya or Benin and Anglo-Saxons	Comparison study – Maya or Benin and Anglo-Saxons
Year 6	Local History Study - how did conflict change our locality in World War 2?	Windrush generation	5 significant monarchs or Battle of Britain

Implementation

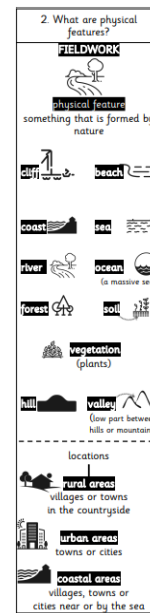
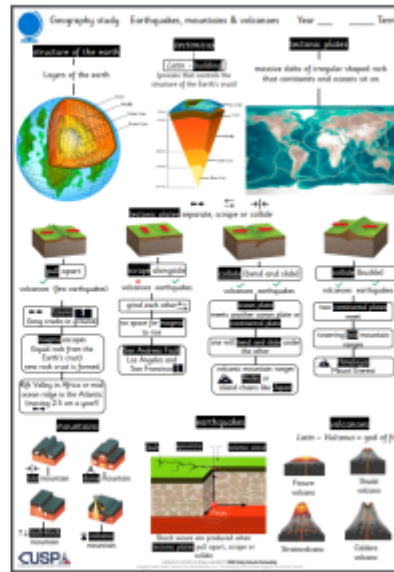
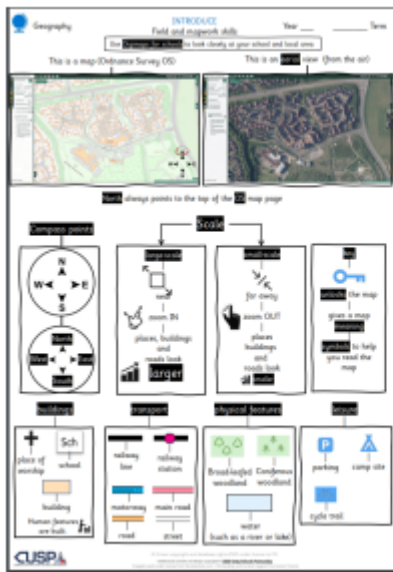
The CUSP history curriculum has carefully-mapped vocabulary combined with a clear progression of both knowledge and skills. This cumulative curriculum design allows opportunities for children to think hard and apply their learning in different contexts. History is taught on a carefully-devised timetable, ensuring spaced retrieval to enhance learning.

Teachers will deliver the curriculum using the CEEAAC model of learning. This allows opportunities to retrieve prior knowledge at regular intervals and ensures pupils have the background knowledge that they need for each lesson. Vocabulary is explicitly taught and concepts are explained clearly using examples. Teachers are able to check for understanding when pupils attempt learning, building in learning loops to ensure that pupils are ready to then apply their knowledge independently. All children have the opportunity to be challenged in their history lessons.



To support vocabulary teaching, dual coding of images and words are used. As well as this, knowledge notes and knowledge organisers are used in lessons to aid understanding and support

retrieval of prior learning. Teachers are able to use CUSP resources to support their subject knowledge and lesson design, tailoring their lessons to be inclusive for their individual classes.



History is taught as an enquiry-led subject, with each lesson driven by a clear sub-enquiry question linked to an overarching top of the unit question. Pupils build a strong schema of key substantive concepts and acquire precise historical vocabulary, while enthusiasm and curiosity are fostered through engaging lessons and fieldwork opportunities. Key knowledge for each unit is carefully selected and recorded on knowledge organisers, providing pupils with reference points to support learning and make meaningful connections. Assessment is closely linked to learning objectives, with outcomes gathered through learning loops, retrieval practice, and formative assessment, then recorded in whole-class feedback books to guide teaching and track progress. Subject leaders ensure regular monitoring of teaching and learning, supporting staff through collaboration with other subject specialists across Cathedral Schools Trust to share best practice. Pupil book studies and work scrutiny ensure that teaching is effective, skills are progressing, and pupils are developing as independent and confident historians.

Impact

An enquiry-based approach, enables children to investigate and think critically about the past. Units build sequentially on pupils' understanding of key second-order historical skills and carefully selected substantive concepts, helping them develop a coherent and connected knowledge of history. The curriculum is broad and ambitious, covering a range of chronological periods and perspectives, which allows children to gain a strong understanding of their local history while also developing a wider, global perspective. Through this approach, pupils become confident, independent historians who can analyse evidence, make connections across time and place, and articulate their understanding of how the past has shaped the world today.