PUCKLECHURCH CE VC PRIMARY SCHOOL

History Handbook 2026-2027

Intent

Our history curriculum intends to support our pedagogical principles by:

For our learners at Pucklechurch, histoy will…	
Nurture social and emotional growth	The history curriculum at Pucklechurch will help to produce effective contributors, who can participate responsibly in political, economic, social and cultural life and have developed, informed, ethical views of complex issues.
Promote metacognition	Children will learn what it is to be a historian and through this they will experience subject specific thinking and problem solving and relate this to themselves as learners now and in the future.
Champion inclusiveness and celebrate differences	Our history curriculum will study different cultures enabling the children to consider the significance and impact of cultural diversity.
Raise aspirations	Through studying history at Pucklechurch, the children will understand that individuals, communities and civilisations can have a positive impact on the future. They will experience what it means to be a historian and the associated skills.

To enable the realisation of our intent, as specified in our Curriculum and Pedagogy guide, we aim to achieve this by creating knowledgeable learners.

Building Knowledge

Key Concepts

Our history curriculum has been influenced by three main concepts that we revisit throughout the primary phase. This allows children to make connections and links to previous learning and build conceptual understanding which is central to children behaving like subject specialists. These concepts are:

Chronology

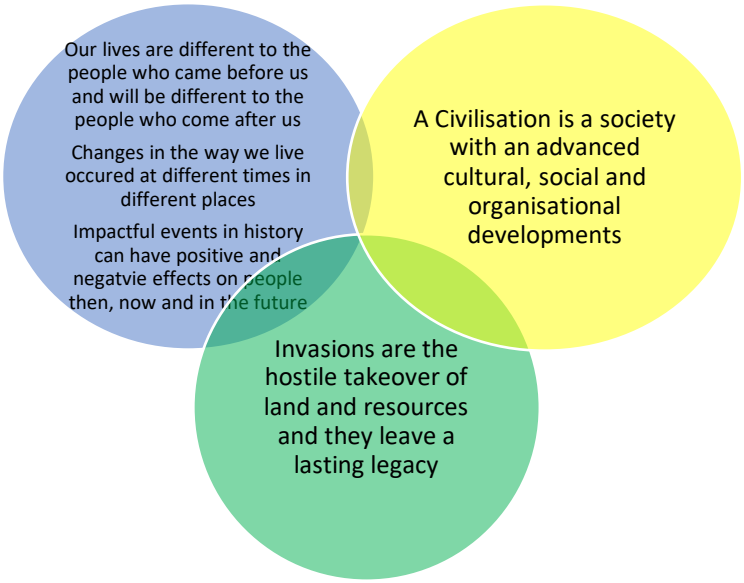
Invasion

Civilisation

Pucklechurch CE VC Primary School

Making connections through….		
Concept	**Key Questions**	**Drivers**
Chronology	• What were people's lives like during this period and how were these different to ours? • When did this event/person/period occur and what came before and after this historical period? • Why is this event/ person significant and • How or why is it/they commemorated today?	Chronological understanding is the bed rock for all subsequent historical studies as it enables pupils to place their learning and their lives within the bigger picture and allows them to establish a clear narrative within and across periods of history, which they are then able to compare and contrast. Through these studies, children will gain an understanding of how industry and technology have impacted positively and negatively upon the World through references to both health and sustainability. A rich understanding of this history and its impact on the present is central to children's continued development and understanding of global citizenship and of their and our potential impact on the future.
Invasion	• When did the invasion occur and what came before this? • Why did the invaders choose Britian and how were they able to conquer Britian? • How long did their period of rule last and • What legacy did they leave in Britian?	These studies will cover the most formative period in British history and through studying them children will get an understanding that British values, systems and language is a result of all the different cultures and customs of the invaders who have settled here. Through these studies, the children will consider the reasons for these invasions referring to the resources that the invaders sought to sustain their growing empires.
Civilisation	• How did the seven charactestics of civilisation present themselves and would this affect the daily lives of its citizens? • How was the civilisation able to prosper? • How does this compare to other civilisations including our own? • What were the main acheivements of this civilisation and how has the civilisation influenced other civilisations since?	Studying ancient civilisations is important as the children will consider our contemporary values and their origins. As their sense of chronology and understanding of different civilisations grow they will begin to recognise that different societies made advancements at different rates and that many of our own practices are as a direct influence of these different cultures. Through understanding the characteristics of what makes a civilisation the children will also recognise that throughout history the health and sustainability of these civilisations have influenced their success and demise.

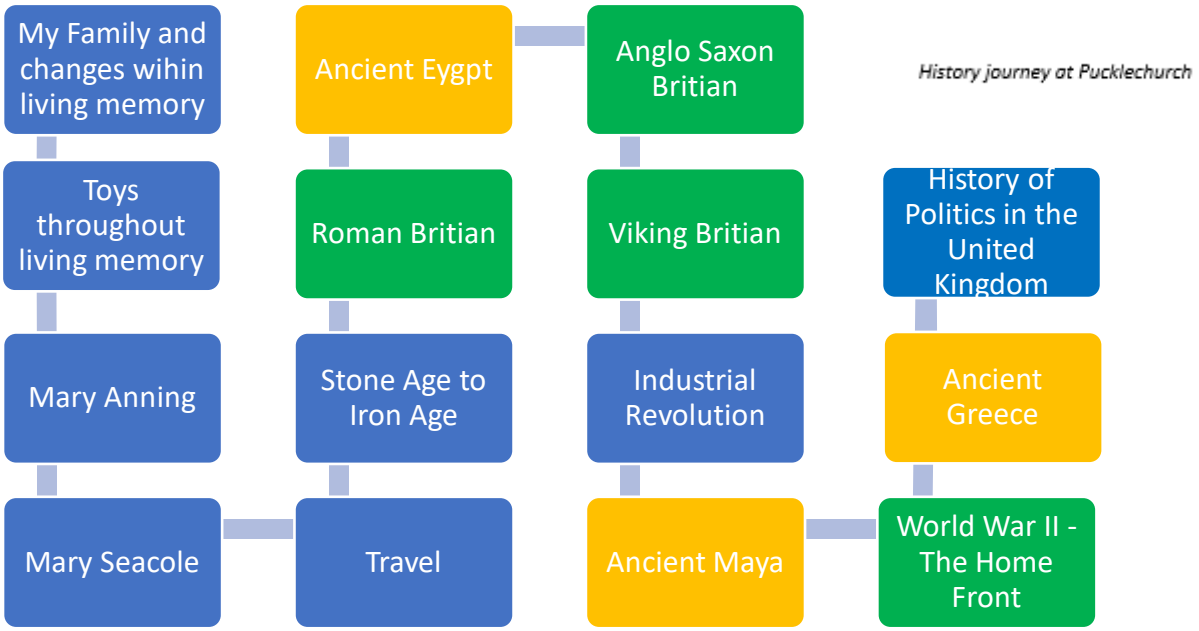
Each of our chosen concepts help to form our big ideas of history. We share one of these big ideas with the children at the start of each session to encourage children to make conscious connections between their learning and activate schema.



Mapping substantive knowledge

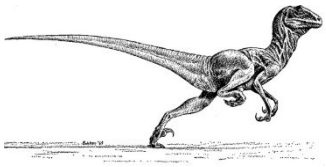
Before studying different historical periods, the children will need to develop a sense of chronology. The children will begin by focusing on themselves and their immediate family and the changes that they have experienced within their lifetimes. They will focus on key themes of transport, entertainment and technology to help them to make comparisons between eras. Children will then move onto looking at grandparents and other older significant figures to enable them to see how life was different for them. To build upon this chronology further, the children will then compare the lives of significant figures from further ago making them aware of a past beyond living memory. Through studying these people children will begin to get an understanding of historical significance and commemoration. To cement their chronological understanding, children will then study transport across a range of periods to enable them to do specific comparisons across history and fully establish the idea that life is ever evolving. With this understanding, the children will study the Stone Age. This will give children an understanding of what the earliest societies look like and provide two bookends of chronology will than act as reference points for all subsequent learning. In Key Stage 2, the children will continue to build on their sense of chronology through studying significant events in British History and consider their causes and their effects then and now.

Each class will also study an attempted invasion of Britain comparing the reasons for the invasion, the methods of the invasion and the legacy and impact on our society today. These studies will also build on their prior learning as they get a continued sense of the chronology of the history of Britain. In Key Stage 2, each class will also study an ancient civilisation. The focus of these studies is upon the formation of these early civilisations, how they were able to prosper and their influence on modern society. Through studying a number of these civilisations in detail, the children will understand what the characteristic of a civilisation is and how this is different from the earliest societies that they have previously studied. By looking at these different civilizations they will be able to compare what elements made them prosper, including a geographical study of how the places physical features advanced the civilisation. As part of their transition unit, children will look at the chronology of politics within the United Kingdom comparing it to the political systems of these civilisations studied and gain an understanding of the role that they can and should play in writing their own history.



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Integrating local history into the primary curriculum is vital for fostering a strong sense of identity and community. By children exploring stories, events and people that shaped their immediate surroundings they develop a deeper connection to where they live and begin to see history as relevant and meaningful. These studies also support children to understand how broader historical narrative intersects with their own lives and how we are all connected globally. Therefore, we have mapped out opportunities within our history units that focus on local events, people and stories.



The Bristol Dinosaur

Elizabeth Blackwell





Filton Airport

Amelia Edwards





Abona

Fry's Factory





Greek Architecture in Bristol

Wartime Bristol

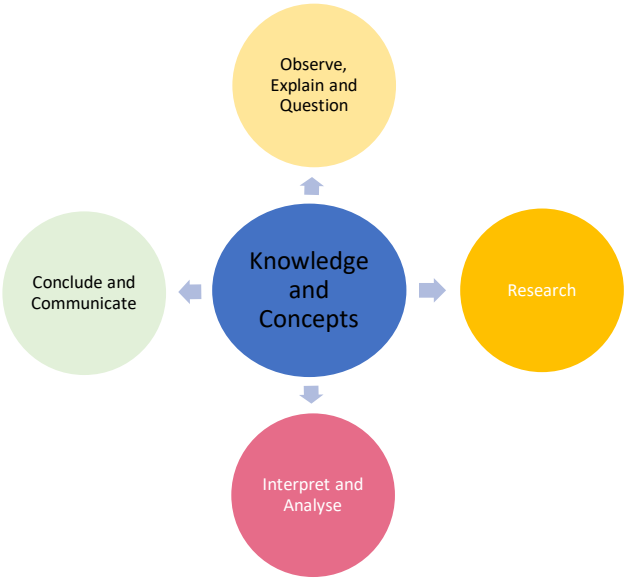


Bristol Suffragettes



Building disciplinary knowledge

To be successful historians children need to use thier exsisting substantive knowledge to learn disciplinary knowledge through the process of classroom enquiry. Careful sequencing of lessons will ensure children have accquired the relevant substantive knowledge to sucessfully engage within an enquiry session, where the teaching focus can be on the acquisition and application of disciplinary knowledge.



In order for children to acquire the disciplinary knowledge of the subject, we have designed an enquiry process that encourages the practical application of this knowledge. The enquiry process has been split into four different areas and the disciplinary knowledge that children need to acquire in each area has been mapped out to ensure it is progressive across the phases.

Each part of this process carries equal importance and children need to experience all of the areas with similar frequencey to ensure they aquire the knolwedge of what it means to be a historian.

Enquiry Focus	KS1	Lower KS2	Upper KS2	
Observe, Explain and Question Learners are given a range of sources to examine. Learners share their observations about what they have seen. Where they can, learners explain what they can see. When they can't explain, they form questions.	Historians use sources to find out about the past Historians ask and answer questions about the past	Historians use a range of sources, to find out about the past and build up a picture Historians use sources to both answer and ask historically valid questions Historians use their current knowledge to interpret sources	Historians use both primary and secondary sources to find out about an aspect of time in the past Historians ask and answer historically valid questions that may focus on cause, significance and difference. When interpreting sources, historians select relevant sections of information to support their hypothesis and draw conclusions	
Interpret and analyse Learners begin to compare sources and evaluate their validity and reliability.	Different sources can give different information Historians recognise some sources are more useful than others Fact is something that is known to be true whilst fiction is something that is made up	Different evidence will lead to different conclusions Historians have to evaluate the usefulness of different sources The past can be represented in different ways	Historians have to recognise that sources of information may not provide evidence on all people Primary and secondary sources can differ in their validity Historians have to be aware of possible bias when interpreting sources	
Research Learners engage in independent research, collating evidence from a range of sources to answer questions.	Research is the process of finding information you don't know by asking questions (asking other people and search engines)	Websites and text books can be used for research and historians have to choose from a range of information to answer questions Historian conduct research into an area of interest	Using multiple sources enables you to collect a range of extensive evidence Historians find appropriate sources of information and disregard information that doesn't relate to their enquiry	
Conclude and communicate Learners summarise and present their findings	Historians can communicate their ideas through diagrams, discussion and commemoration Use simple terms to talk about the passing of time	Historians can communicate their knowledge through debates, drama, making models, writing, captions, presentations Historians construct their own responses by selecting relevant historical information to use as evidence They use historically accurate terms to talk about the passing of time	Historians can concisely communicate their knowledge through debates, persuasion, drama, making models, writing, captions, presentations and data from the time With a hypothesis in mind, Historians select and organise information to produce structured work that is supported by historical evidence They use historically accurate terms to talk about the passing of time	
Sources	Objects, Pictures, First hand Recounts Photographs, Commemorative plaques and statues, Videos, story books	Photographs, First and second-hand recounts Commemorative memorabilia, Artefacts Contemporary Artistic representations, Historical Art, Archaeological sites, Human and animal remains, Monuments, Buildings, Websites Text books	Primary Artefacts Historical Art Archaeological sites Human and animal remains Monuments Buildings Photographs Census Data Film footage Political speeches Newspaper articles Propaganda posters First hand recounts Laws and Charters National archives	Secondary Contemporary Artistic representations Websites Text Books Documentaries Dramatizations Biographies

Progression of Disciplinary Knowledge

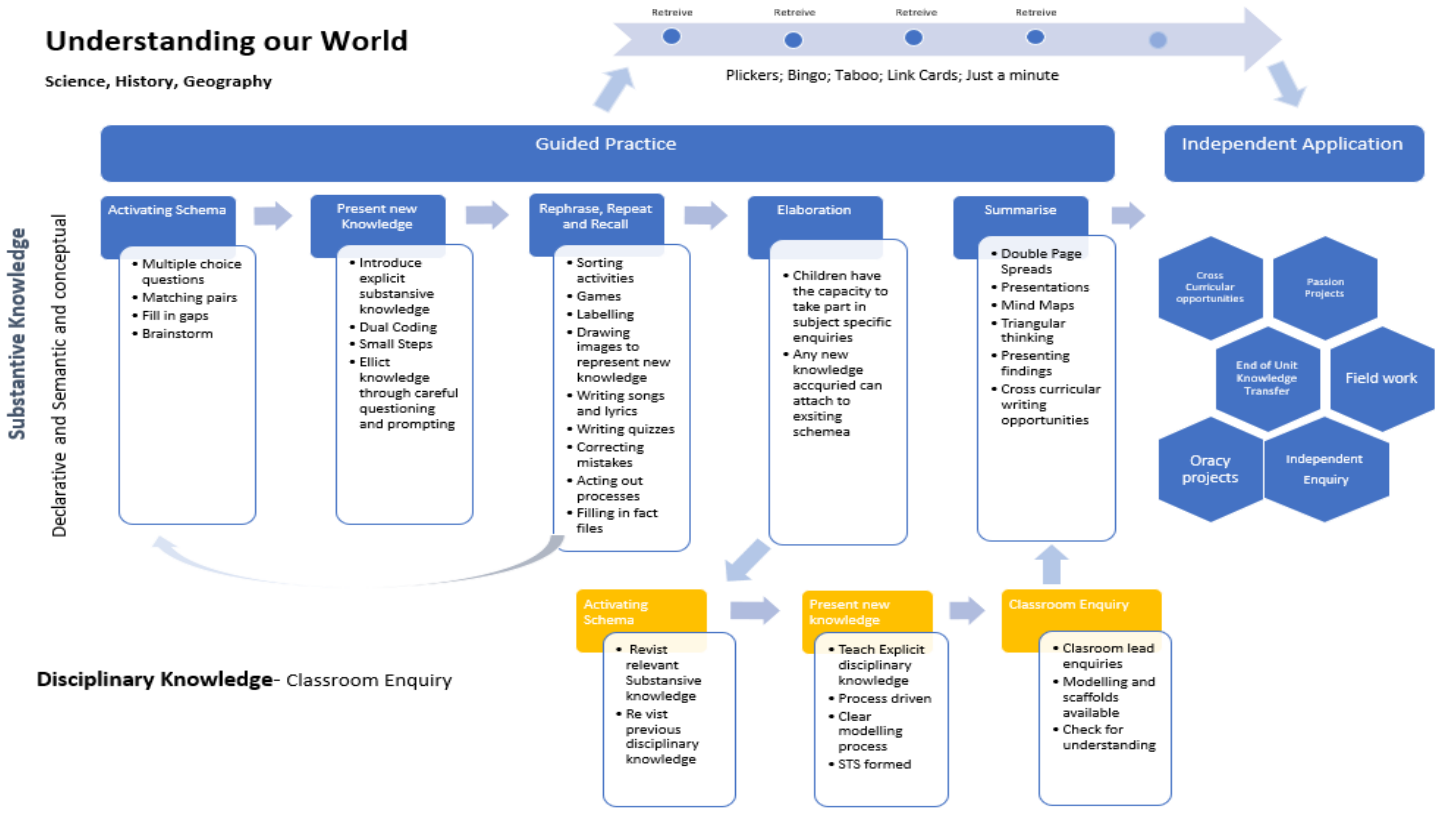
For each unit, we have mapped in disciplinary activities that support the substantive knolwedge taught and ensures that there is an opporunity for the practical application of the specific disciplinary knowledge.

Unit 2 Toys		
Line of Enquiry	**Activity**	**Disciplinary knowledge**
Observe, Explain and Question	**What's in the bag?** Have several toys in a feely bag and invite children at a time to feel inside the bag to describe what the toy is like. Other children have to guess what it is by use of searching questions.	Historians ask questions
	Who played with this toy? Pupils given 3 choices of a person who played with the given toys. They have to say who they think it was and why they think so? They should draw on previous knowledge.	Historians answer questions about the past
	What might the Queen have had? Children look at photos of the queen from her childhood and work out what fashion, toys and transport would have been like for her.	Historians use photographs to find out about the past
Interpret and analyse	**How do we know these children lived a long time ago?** Provide children with pictures of children in the past and present. Ask the children which photographs will help us answer questions about toys in the past. Clues can come from clothes, hairstyles and the nature of toys. Children should be drawing upon their previous learning here to sort present and past photographs.	Historians recognise some sources are more useful than others.
Research	**What were people's favourite toys? (part 1)** Pupils carry out simple survey of school community favourite toys. They find out how their favourite toys have changed over time.	Research is the process of finding specific information by asking people questions
Conclude and Communicate	**What were people's favourite toys? (part 2)** Children discuss and communicate their findings from their research- how have favourite toys changed over time?	Historians can communicate their ideas through discussion and drama using terms about the passing of time.

Unit 2 Disciplinary Activities

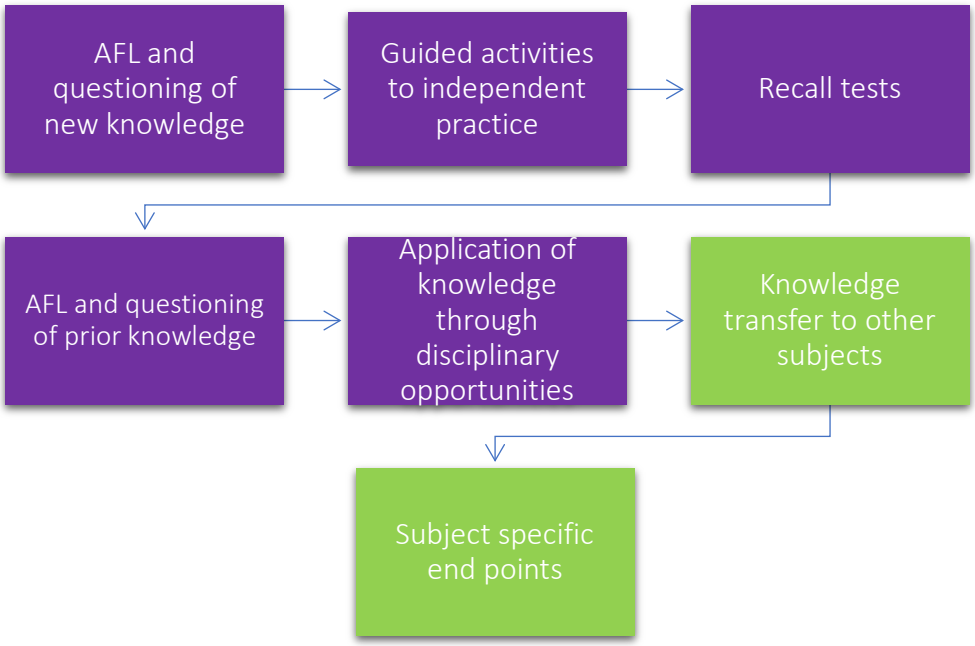
Knowledge teaching sequence

It is important that the children get the opportunity to explore notions more independently, find patterns and rules and develop original ideas. At the end of each unit, the children will have the opportunity to showcase their knowledge in the end of unit Knowledge Transfer. These projects also act as a platform for children to pursue areas of the curriculum in an extended fashion through projects that encourage them to practice higher order skills such as articulation, collaboration, organisation and reasoning. These projects will make links to the real world and by taking part in them the children will develop their confidence and aspiration. Therefore, opportunities for this kind of work needs to be sequenced and structured well so that new learning builds on secure foundations. Once the learners have accquired core subject knolwedge both substantive and disciplinary, they will be able to utilise this to sucessfully take part in this independent application. To ensure this is done, history follows this lesson sequence. More information on this sequence can be found in our Pedagogy and Curriculum Guide.



Assessment of knowledge

Ongoing assessment of substantive knowledge is an essential component of the history curriculum. This enables the teacher to ensure that all children will obtain the knowledge needed for them to perform the desirable cognitive skills outlined in our pedagogical principles. We have built in several opportunities for informal and formal assessment of the substantive and disciplinary knowledge obtained. More information on this process can be found in the Curriculum and Pedagogy Guide.



Subject specific end points

In history we have developed assessment points at the end of each phase. These are a set of statements that the teachers can use to assess individual learners against in each subject. These statements have been written to assess how the children use their substantive knowledge to demonstrate an understanding of the subject specific concepts of chronology, civilisation and invasion and how they use their disciplinary knowledge to help them behave like a historian.

Year Group	Substantive and Disciplinary Knowledge
Year 1	Children have a growing sense of chronology and understand that time existed before them and they use simple terms to talk about the passing of time i.e. before and after. Children can describe how their lives were different to their parents and their grandparents' lives and how life may be different in the future- with particular reference to the advancement of technology, entertainment and transport. Children can place pictures, photos and objects from the1800's to present day on a timeline and discuss which ones came before and after and suggest reasons why and how they know this. Children can talk about people from History (Mary Anning and the Queen) and explain why they are significant today, how they are remembered and how life was different when they were alive. Children can use objects, pictures and photographs to ask and answer simple questions about the past.

Example of End point Documentation