

Intent:

At Eastfield we aim to deliver a high quality History curriculum that will help our children to build knowledge (procedural & declarative) and an understanding of Britain's past and that of the wider world:

Knowledge of:

- People, events, situations & developments
- Chronology & characteristic features
- Historical terms

Understanding of:

- Evidence
- Interpretations
- Cause & Consequence
- Continuity & Change
- Similarity & Difference
- Significance

We want to inspire children's curiosity to know more about the past by enquiring into historical periods and events through a progressive enquiry approach. This approach provides opportunities to teach our children to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement.

Through this progressive enquiry approach our children will 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.

Implementation:

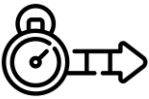



Curriculum Organisation:

The Long Term Plan is organised so that two Unit plans are delivered in each year group in Autumn Two and Spring One that have a clear historical focus. However, History is woven into other unit plans where appropriate. This allows for depth of learning to occur and knowledge/understanding to be revisited numerous times across a Key Stage.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Geography	History	History	Geography	Art & Design	D&T
EY	<i>I will learn to be a Geographer</i>	<i>I will learn to be an Historian: Significant Event: The Moon Landing</i>	<i>I will learn to be an Historian: Significant Individual: Queen Elizabeth II</i>	<i>I will learn to be a Geographer</i>	<i>I will learn to be an Artist</i>	<i>I will learn to be a Designer</i>
Y1	Physical: How is London connected to the UK	Significant Individual/Event: Guy Fawkes - should he be on top of the Bonfire? How did the Great Fire change London?	Changes in living memory: Time Capsule - what should we put in a time capsule? (School, Toys & Transport)	Human: Why are Immingham & Cleethorpes significant?	Africa: Sculpture - junk modelling	Africa: Textiles
Y2	Physical: What makes continents hot or cold? How do coastlines change?	Significant Individuals: Heroes - are all heroes male? (Grace Darling, Grace O'Malley & Christopher Columbus)	Significant Individuals & Local History: The Pilgrim Fathers; are they important to Immingham?	Human: What is the significance of Boston, Massachusetts?	North America: Painting - acrylic	North America: Food Technology
Y3	Physical: What are the features of a water course?	British History: The Stone Age; is this an important period in British History?	British History: Which time period; Stone Age, Bronze Age or Iron Age most influenced life today?	Human: Shall we take a trip to Kielder?	Australia: Painting	Australia: Structures
Y4	Physical: Why is the 'Ring of Fire'?	British History: What impact did the Romans have on Britain?	British History: The Vikings; ruthless killers or peaceful settlers?	Human: Why is Italy a Mediterranean country?	Europe: Painting - water colour/acrylic)	Europe: Textiles
Y5	Physical: Do rainforests have layers?	Earliest Civilisation: Ancient Egypt - barbarians or a great civilisation?	Non-European: The Mayans - blood thirsty savages or great thinkers?	Human: Where is Mexico?	South America: Painting - poster/acrylic	South America: Electrical Systems
Y6	Physical: Journey to Antarctica?	Earliest Civilisation: Is Ancient Greece the world's greatest civilisation?	British History: World War II; was Hitler a war criminal?	Human: Where should I emigrate to?	Asia: Sketching & Pastels	Asia: Mechanical Systems

Pedagogy:

Each unit of work has a clear teaching sequence, a Unit Plan. Each Unit Plan ensures that the threshold concepts for History are taught across all teaching sequences and build upon prior learning. There are 4 key threshold concepts identified for History:















	Chronology - the time period being studied is always placed within a chronological framework that builds as the children move through school - their class timeline is started in EY and this follows them through school so that each time period studied is placed in relation to other time periods they have studied developing an understanding of connections, contrasts and trends over time.
	Location - place(s) being study are always located on a map, so that children know where in the world the history they are studying took place.
	Enquiry - each session has an enquiry question to focus the learning.
	Communication - there is an opportunity to answer every enquiry question; children need to organise and communicate their findings so their learning gains coherence.

In addition to the threshold concepts, 8 key themes of historical learning have been identified; these ensure that the history being taught is progressive across a year and between years, allowing similarities, differences, connections and trends to be identified and explored.

The 9 key themes identified for History are:

							
Chronology	Location	Settlements	Society	Beliefs	Farming	Exploration	Conflict

The key themes for each Unit Plan are as follows:

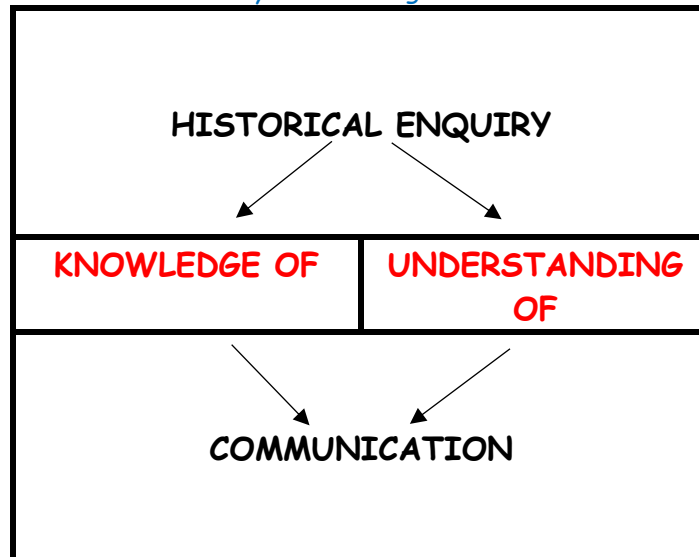
	Autumn 2	Spring 1
EY		
	<i>I will learn to be an Historian: Significant Individuals</i>	<i>I will learn to be an Historian: Significant Event</i>
Y1		
	Significant Individuals: Guy Fawkes - should he be on top of the bonfire? Significant Event: How did the Great Fire change London?	Changes in living memory: Time capsule - what should we put in a time capsule? (School, Toys & Transport)
Y2		
	Significant Individuals: Are all heroes male? (Grace Darling, Grace O'Malley & Christopher Columbus)	Significant Individuals & Local History: The Pilgrim Fathers: are they important to Immingham?
Y3		
	British History: The Stone Age; is this an important period in British history?	British History: Which time period; Stone Age, Bronze Age or Iron Age has most influenced life today?
Y4		
	British History: What impact did the Romans have on Britain?	British History: The Vikings: ruthless killers or peaceful settlers?
Y5		
	Earliest Civilisation: Ancient Egypt - barbarians or great civilisation?	Non-European: The Ancient Maya - blood thirsty savages or great thinkers?
Y6		
	Earliest Civilisation: Is Ancient Greece the world's greatest civilisation?	British History: World War II; was Hitler a war criminal?

The Unit Plans clearly identify the knowledge (procedural & declarative) that is to be taught and the enquiry question for each session. Teachers then have the freedom to design how the learning takes place within their individual classrooms.

However, in order to develop 'Historians' staff ensure that a sequence of learning contains the following components:

*Children engage in a valid **historical enquiry** or puzzling key question through which the learning grows over the sequence of lessons. Children are encouraged to devise their own enquiry questions & ways of tackling them.*

*Within any sequence of learning, objectives are always included for building **knowledge of** different aspects. This 'NOW knowledge' relates to the particular period & issue being studied while reinforcing knowledge from earlier work as appropriate to strengthen 'HEREAFTER knowledge'.*



*Within any sequence of learning, objectives are always included for developing children's **understanding of** particular elements; the precise focus is reflected in the key question.*

Children are always required to organise and communicate their findings at the end of a sequence of learning so their learning gains coherence. Children use their understanding of the history studied to help them decide how to organise & present their ideas most effectively.

(Progression in history under the 2014 National Curriculum - A guide for schools, Jamie Byrom)

Impact:

At the Leadership Level:

History has a clear monitoring cycle that consists of 3 clear foci across three consecutive half terms:

1. **Development Focus Input** - identifying the work that needs to be conducted *e.g. pupil voice, staff voice, enquiry, classroom walk through, enquiry into books, planning alignment, learning environment evidence, data etc.*
2. **Development Activity** - focused improvement work *e.g. CPD, staff coaching/mentoring, purchase of resources etc.*
3. **Development Moderation** - impact of leadership work *e.g. pupil voice, staff voice, enquiry, classroom walk through, enquiry into books, planning alignment, learning environment evidence, data etc.*

History has an identified Subject Lead and is part of the Humanities Team; staff work in teams to identify, lead and monitor the development of the curriculum across the school. This work is cyclic and builds on areas identified for development. Timely feedback is given to staff after any monitoring and the Subject Lead writes an annual causal chain to outline work undertaken and the impact they have had on the teaching and learning of History across the school.

At Classroom Level:

The impact of the acquired knowledge and skills is measured in the final session(s) of a Unit Plan; the children are required to answer a question that draws on all of the learning within the Unit Plan, and across KS2, this question also requires learning from previously taught Unit Plans, requiring the children to identify similarities, differences, connections and trends.

Where a written response is not appropriate for the task, the teacher is free to design a quiz or a practical task which can be evidenced with pictures and annotations etc.

On an annual basis teachers provide a summative assessment for children within their class. This is analysed by the Subject Lead.

History Subject Lead: Kerry Thompson