

**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 will learn to be a Geographer	I will learn to be an Historian: <b>Significant Event</b>	I will learn to be an Historian: <b>Significant Individual</b>	I will learn to be a Geographer	I will learn to be an Artist	I will learn to be a Designer
Y1	Physical: How is London connected to the UK	<b>Significant Individual/Event:</b> Guy Fawkes - should he be on top of the Bonfire? How did the Great Fire change London?	<b>Changes in living memory:</b> Time Capsule - what should we put in a time capsule? (School, Toys & Transport)	<b>Human:</b> Why are Immingham & Cleethorpes significant?	<b>Africa:</b> Sculpture - junk modelling	<b>Africa:</b> Textiles
Y2	Physical: What makes continents hot or cold? How do coastlines change?	<b>Significant Individuals:</b> Heroes - are all heroes male? (Christopher Columbus, William Wilberforce, Grace Darling & Amy Johnson)	<b>Significant Individuals &amp; Local History:</b> The Pilgrim Fathers; are they important to Immingham?	<b>Human:</b> What is the significance of Boston, Massachusetts?	<b>North America:</b> Painting - acrylic	<b>North America:</b> Food Technology
Y3	Physical: What are the features of a water course?	<b>British History:</b> The Stone Age; is this an important period in British History?	<b>British History:</b> Which time period; Stone Age, Bronze Age or Iron Age most influenced life today?	<b>Human:</b> Shall we take a trip to Kielder?	<b>Australia:</b> Painting	<b>Australia:</b> Structures
Y4	Physical: Why is the 'Ring of Fire'?	<b>British History:</b> What impact did the Romans have on Britain?	<b>British History:</b> The Vikings; ruthless killers or peaceful settlers?	<b>Human:</b> Why is Italy a Mediterranean country?	<b>Europe:</b> Painting - water colour/acrylic)	<b>Europe:</b> Textiles
Y5	Physical: Do rainforests have layers?	<b>Earliest Civilisation:</b> Ancient Egypt - barbarians or a great civilisation?	<b>Non-European:</b> The Mayans - blood thirsty savages or great thinkers?	<b>Human:</b> Where is Mexico?	<b>South America:</b> Painting - poster/acrylic	<b>South America:</b> Electrical Systems
Y6	Physical: Journey to Antarctica?	<b>Earliest Civilisation:</b> Is Ancient Greece the world's greatest civilisation?	<b>British History:</b> World War II; was Hitler a war criminal?	<b>Human:</b> Where should I emigrate to?	<b>Asia:</b> Sketching & Pastels	<b>Asia:</b> Mechanical Systems

### Pedagogy:

Each unit of work has a clear teaching sequence, a Unit Plan. Each Unit Plan ensures that identified knowledge (procedural & declarative) for History is taught across all teaching sequences and builds upon prior learning.

Over the course of the scheme, children develop their understanding of the following key disciplinary concepts:



#### Chronology

- look at sequencing intervals between events, the duration of each key event & how events fit into the broader chronology of British & world history.



#### Communicating & Interpretations of History

- study how historians interpret the past & why people & changes were interpreted in different ways. They will learn to evaluate a range of historical interpretations, considering their reliability & quality.



#### Continuity & Change

- identify & explain change & continuity across periods of history.



#### Cause & Consequence

- look into the reasons for, & results of historical events & analysing these, children develop an understanding of cause & consequence. Children explain the reasons for & results of historical events, situations & changes.



#### Similarity & Difference

- identify similarities & differences across periods of time. They explain differences between social, cultural, religious & ethnic diversity in Britain across time periods & suggest reasons for these.



















































































































#### Significance

- consider what makes events & people significant in their historical context & the present day. Children compare significant people & events across different time periods & explain the significance of these.

In addition to the threshold concepts, 8 key themes of historical learning have been identified. These are:

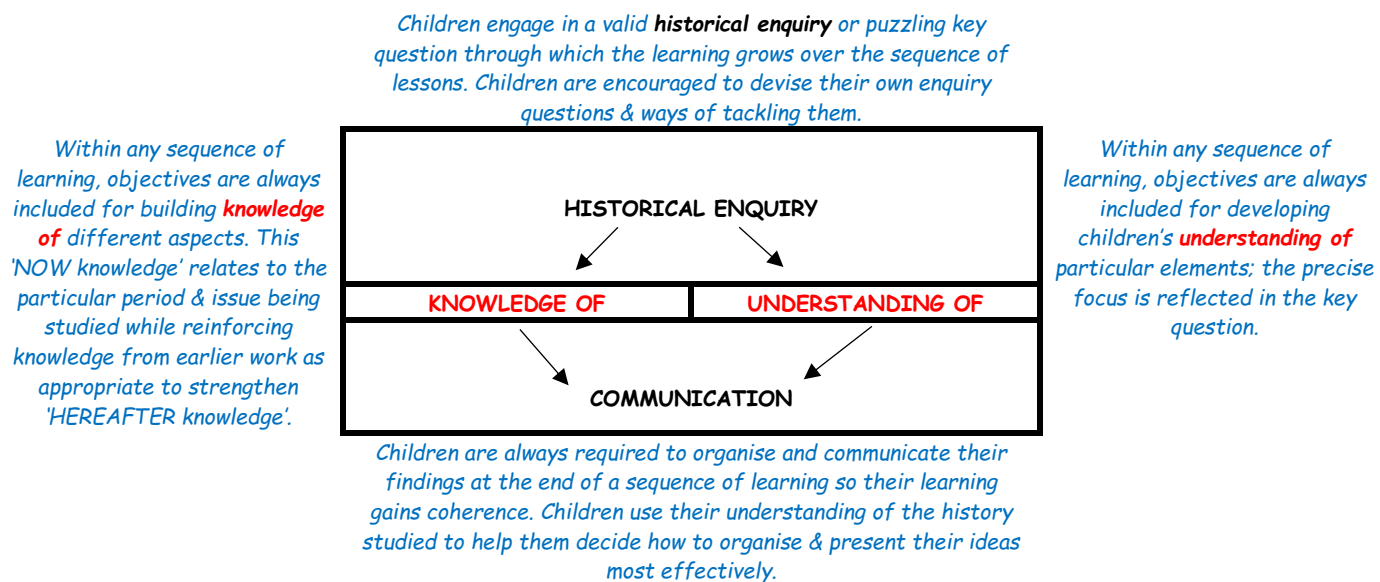
Chronology	Location	Settlements	Society	Beliefs	Farming	Exploration	Conflict

The key themes for each Unit Plan are as follows:

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

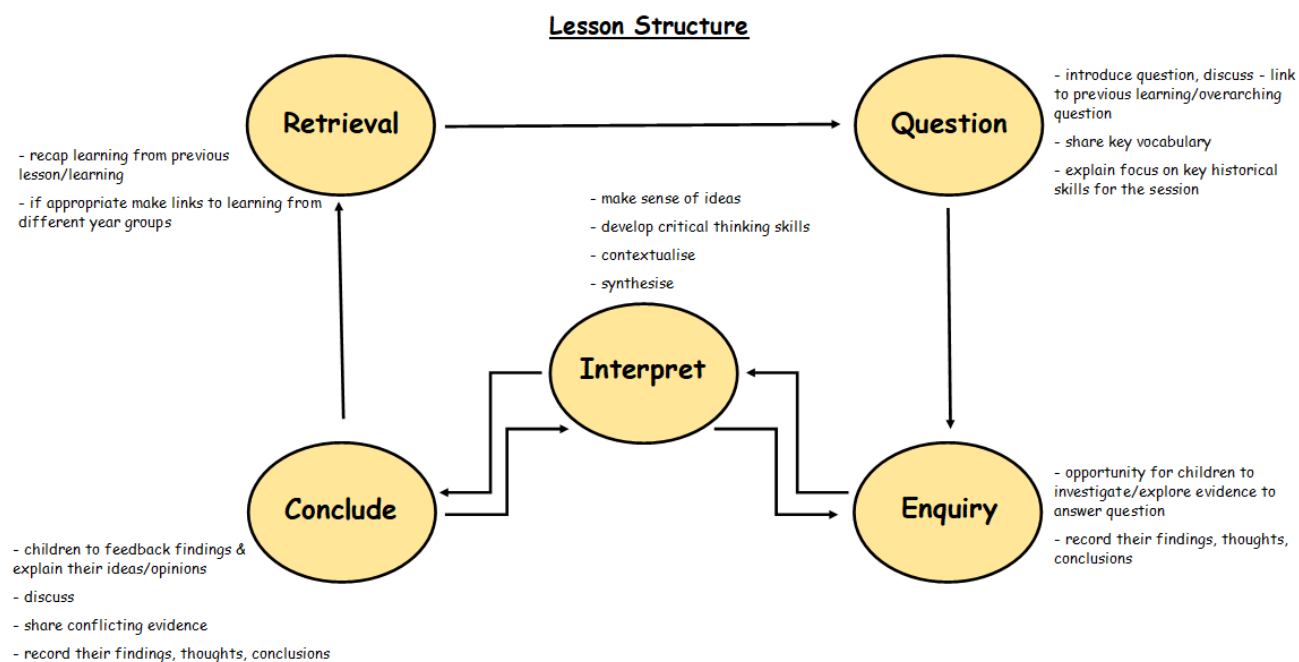
The Unit Plan identifies the key question to be answered through the teaching sequence and each lesson has an enquiry question, that supports children to answer the overarching key question at the end of the teaching sequence. Teachers have the freedom to design how the learning takes place within their individual classrooms.

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



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

History lessons follow an enquiry-based approach:



### Resources:

At Eastfield we understand the importance of first-hand experiences for our children and visits, and visitors are encouraged where possible.

### SEND:

All children at Eastfield access quality first History teaching and are taught age-appropriate objectives which are set out in the subject overview document. To enable all children to achieve their potential in History, scaffolding and support is used appropriately. All children have access to quality first teaching in all areas of the curriculum which enables them to take part in a broad and balanced curriculum. Teachers have high expectations of all children. Inclusive and high-quality teaching is delivered to the whole class in History with bespoke support and interventions carefully planned for groups or individuals where needed.

To develop knowledge and skills in History some children may need extra intervention or provision. Interventions, additional support, resources, and scaffolds are put in place to ensure the children reach their goals and learn in the best possible environment and any barriers to History are minimised. Support in History can be in the form of one to one or small group but the needs of the child and how they learn best are always considered first and foremost. Working closely with peers in mixed ability groups enables the children to work inclusively and to support each other. Parallel to this we believe firmly that a child should develop independence skills in History as soon as possible. Opportunities are provided to enable this, and any support given to a child / children will be short term and reviewed regularly.

### Impact:

Children should leave our school equipped with a range of skills to enable them to succeed in their secondary education. They will be enquiring learners who ask questions and can make suggestions about where to find the evidence to answer the question. They will be critical and analytical thinkers who are able to make informed and balanced judgements based on their knowledge of the past.

The expected impact of following our history curriculum is that children will:

- Know and understand the history of Britain, how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Develop an understanding of the history of the wider world, including ancient civilisations, empires, non-European societies and the achievements of mankind.

- Develop a historically-grounded understanding of substantive concepts - power, invasion, settlement and migration, civilisation, religion, trade, achievements of mankind and society.
- Form historical arguments based on cause and effect, consequence, continuity and change, similarity and differences.
- Have an appreciation for significant individuals & events that impact our world both in history & from the present day.
- Understand how historians learn about the past & construct accounts.
- Ask historically-valid questions through an enquiry-based approach to learning to create structured accounts.
- Explain how & why interpretations of the past have been constructed using evidence.
- Make connections between historical concepts & timescales.
- Meet the end of key stage expectations outlined in the National curriculum for History.

The impact of our History curriculum is constantly monitored through both formative and summative assessment opportunities.

#### - **At Classroom Level:**

Formative assessment is carried out constantly, within lessons, through questioning and discussion to check children's understanding. Marking in theme books links to basic skills to promote a high standard of spelling, punctuation, and grammar across the curriculum. Marking also links to factual knowledge such as correct use of dates, chronology, and events to ensure historical accuracy. This also enables children to assess their own learning and identify targets for their future work.

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 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.

At the end of a Unit of work, teachers complete a summative assessment sheet, assessing against the key disciplinary concepts. This informs planning for the next Unit Plan or when a historical concept is revisited across the year through other subject areas.

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

#### - **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 works with teachers to ensure areas for development are highlighted and acted upon. 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.

**Safeguarding & Child Protection:**

Mrs K Thompson is the Designated Lead teacher with responsibility for Safeguarding, Child Protection and Mrs C Pell is the Deputy. If anyone has any concerns about the care or welfare of a child, they should refer to Eastfield's Safeguarding Policy on our school website [www.eastfieldprimary.net](http://www.eastfieldprimary.net) or speak to one of the Safeguarding Team.

**Equalities:**

At Eastfield we value all children and adults equally. The ethos of our school supports the development of self-respect and self-esteem in all children, staff, and the community we serve. School and Trust staff are committed to running an equitable and inclusive school in which every individual matters, irrespective of ability, age, beliefs, culture, disability, ethnicity, gender, health, language, race, religion, sexual orientation, and social circumstances.

**History Subject Lead: Kerry Thompson**