

History at Church Eaton



Intent: What are our aims?

Our entire curriculum is designed to educate and form the whole child. We want children to have a deep understanding of their own story – to know where they have come from, what their own aspirations for the future are and what skills they will need to achieve them. We want children to leave Church Eaton understanding that:

- They are part of a small rural community with a very long and very proud history. (**Community**)
- They are also part of an enormous diverse wider world that will provide endless opportunities. (**Diversity**)
- They are equipped with a toolkit of skills which they can, regardless of their starting points, use to succeed and be the best that they can be (**Social Mobility**).

The History scheme of work supports these guiding principles by aiming to inspire pupils to be curious and creative thinkers who develop a secure knowledge of local and national history and the history of the wider world. We want pupils to develop the confidence to think critically, ask historically valid questions, and explain and analyse historical evidence.

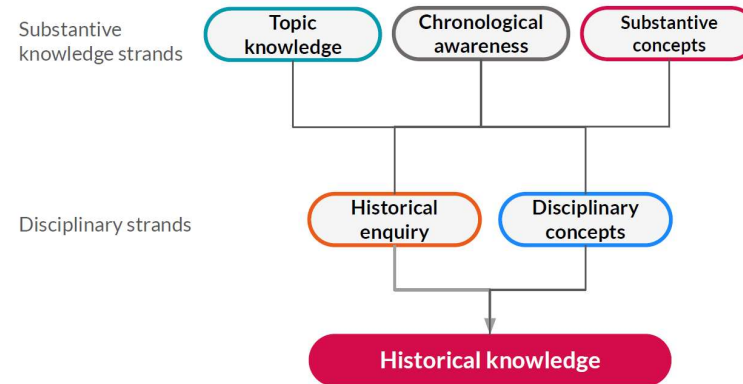
Our History curriculum is ambitious, broad and balanced for all pupils. It is designed and sequenced so that pupils build knowledge cumulatively over time, develop a secure sense of chronology and apply disciplinary thinking with increasing confidence. Through our scheme of work, pupils build an awareness of significant events and individuals in global, British and local history and recognise how societies, beliefs and daily life have changed over time.

History helps pupils to appreciate the complexity of people's lives, the diversity of societies and the relationships between different groups. It supports pupils in developing empathy, while encouraging them to learn from the past and understand how historians' study, interpret and construct accounts. To prepare pupils for future learning, our scheme introduces key substantive concepts including power, invasion, settlement and migration, empire, civilisation, religion, trade, achievements of humankind, society and culture.

The History scheme of work enables pupils to meet the end of key stage attainment targets outlined in the National Curriculum and the aims align with those in the National Curriculum. For EYFS, the activities provide opportunities for pupils to work towards the Understanding the World Development Matters statements and Early Learning Goals, while laying the foundations for later historical learning in Key Stage 1.

Implementation: What do we teach?

To meet the aims of the National Curriculum for History and in response to the Ofsted research review into history, we have identified the following key strands:



Our History scheme emphasises the importance of historical knowledge being shaped by disciplinary approaches. These strands are interwoven through all history units to create engaging and enriching learning experiences which enable pupils to investigate the past as historians do.

Each six-lesson unit has a strong focus on chronology so that pupils can explore the place in time of the period they are studying and make comparisons with other periods and places. In EYFS, children begin to explore the concept of history by reflecting on key experiences from their own past, helping them to understand that they each have their own history.

In Key Stage 1 and Key Stage 2, pupils continue to develop their awareness of the past and build a secure mental timeline that helps them identify connections, contrasts and trends over time. Timelines are used to support pupils in developing this chronological awareness and in locating people and events within a wider historical narrative.

There are two EYFS units focused on each of the history-related Development Matters statements. These units include a mixture of adult-led and child-initiated activities which can be selected by the teacher to fit in with Reception themes or topics. In Key Stage 1 and Key Stage 2, units are organised around enquiry questions and pupils are encouraged to follow the enquiry cycle when answering historical questions.

Through this enquiry-based approach, pupils investigate, interpret, evaluate, conclude and communicate their thinking. This helps them gain a secure understanding of historical knowledge and concepts while learning how evidence is used to support historical claims.

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

- Change and continuity.
- Cause and consequence.
- Similarities and differences.

Years 1/2 Cycle A				How am I making history						How have toys changed?			How did we learn to fly?					
	C	D	M	C	D	M	C	D	M	C	D	M	C	D	M	C	D	M
Years 1/2 Cycle B				What is history?						How was school different in the past?						What is a monarch?		
	C	D	M	C	D	M	C	D	M	C	D	M	C	D	M	C	D	M
Years 3/4 Cycle A				What did the ancient Egyptians believe?						How have children's lives changed?						How did the achievements of the Ancient Maya impact their society and beyond?		
	C	D	M	C	D	M	C	D	M	C	D	M	C	D	M	C	D	M
Years 3/4 Cycle B	Would you prefer to live in the stone age, iron age or bronze age?									British history 2: Why did the Romans settle in Britain?						British history 3: How hard was it to invade and settle in Britain?		
	C	D	M	C	D	M	C	D	M	C	D	M	C	D	M	C	D	M
Years 5/6 Cycle A	Were the Vikings raiders, traders, or settlers?						What was life like in Tudor England?						What was the impact of World War II on the people of Britain?					
	C	D	M	C	D	M	C	D	M	C	D	M	C	D	M	C	D	M
Years 5/6 Cycle B				What does the Census tell us about our local area?						What did the Greeks ever do for us?						Unheard histories: Who should go on the banknote? OR The Sikh Empire		
	C	D	M	C	D	M	C	D	M	C	D	M	C	D	M	C	D	M

Implementation: What do History lessons look like?

We have identified a series of Teaching and Learning Pillars which underpin all teaching and learning at Church Eaton. Teaching is informed by evidence about how pupils learn so that lessons focus on the most important knowledge, vocabulary and concepts, present new learning clearly, revisit prior content, check understanding systematically and adapt teaching in response to misconceptions and gaps.

Pillar	
Focused Planning	Curriculum programmes of study are developed into medium-term plans which highlight learning objectives, assessment opportunities and sticky knowledge designed to help pupils remember content in the long term. Teachers then plan and adapt units of work around big questions that need answering. These units integrate discussion, creativity and historical enquiry while addressing the needs of pupils so that all can reach their full potential regardless of starting point. Knowledge organisers support pupils by providing a visual record of key knowledge, processes, facts and vocabulary. Planning is sequenced carefully so that pupils revisit and build on prior learning.
Quality First Teaching	Lessons are designed to be varied, engaging and hands-on, allowing pupils to experience different aspects of historical enquiry. In each lesson, pupils participate in activities involving disciplinary and substantive concepts, developing their knowledge of chronology, context and evidence. Quality first teaching in History is secured through high expectations for all pupils, well-structured lessons with clear objectives, adaptive teaching, the use of formative assessment to inform teaching, and a focus on engagement, challenge and progress.
Effective Target Setting through Meaningful Assessment	Assessment is an integral part of teaching and learning in History. Teachers use ongoing assessment within lessons to check pupils' understanding against the learning objectives and intended knowledge and disciplinary concepts. This assessment is then used diagnostically to identify misconceptions, gaps in knowledge and the next steps in learning. Information from assessment supports future planning, adaptation and intervention, ensuring that all pupils are appropriately supported and challenged. Summative records are then used by teachers and subject leaders to monitor patterns in attainment and progression over time.
Targeted Support	Staff Solution Circles are used to support data analysis and identify what support children will need and how this can be achieved. This is supported by Raising Achievement and Progress Meetings that are held regularly. Adaptive teaching, appropriate scaffolds and reasonable adjustments are used so that all pupils, including disadvantaged pupils and pupils with SEND, can access the same ambitious curriculum. Opportunities to stretch learning are also provided when required.
Purposeful Learning Environment	History is celebrated through displays in and out of the classroom, and on social media. Learning resources and visual prompts are easily accessible to enable children to work independently, and shared displays are used to celebrate final products and parent engagement days. Access to alternative learning spaces, such as the library, hall and outdoor areas, is also explored where it enhances the learning experience.
Extended Curriculum	Children are given opportunities to take part in visits to places of historical interest and in wider curriculum experiences that allow them to apply the knowledge and skills they have learnt in History.
Reading at the core	Children are provided with reading resources at an appropriate level to support their learning. They have opportunities to borrow books on History from the school library and library bus to supplement their knowledge and interest. History also contributes to strong foundations in reading, writing, speaking and listening by developing subject-specific vocabulary, discussion, extended explanation and the careful interpretation of sources.

Impact: What will our children have learnt from our History Curriculum?

Through our carefully planned and sequenced curriculum we work to develop learners, from their individual starting points, who are:

Community Builders who are aware that they are part of a small rural community with a very long and proud history and can use this sense of community spirit to work collaboratively with others for the common good.

Clear Communicators who are literate and numerate in all contexts and aware that they are part of an enormous diverse wider world that will provide endless opportunities for them to apply these skills.

Successful learners who are equipped with a toolkit of skills which they can, regardless of their starting points, use to succeed and be the best that they can be (social mobility).

The expected impact of following our History scheme of work 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 humankind.
- Develop a historically grounded understanding of substantive concepts such as power, invasion, settlement and migration, civilisation, religion, trade, achievements of humankind and society.
- Form historical arguments based on cause and consequence, continuity and change, similarity and difference, and historical significance.
- Have an appreciation of significant individuals, events and achievements and understand how these continue to influence the world today.
- Understand how historians learn about the past and construct accounts using sources of evidence.
- Ask historically valid questions and use an enquiry-based approach to create structured accounts.
- Explain how and why interpretations of the past have been constructed using evidence.
- Make connections between historical concepts, periods and timescales.
- Use subject-specific vocabulary accurately, discuss evidence with increasing confidence and meet the end of key stage expectations outlined in the National Curriculum for History.

Impact: How do we track progress?

EYFS: Assessment in the EYFS takes the form of observation and involves the teacher and other adults, where appropriate. These observations are recorded in a variety of ways, including children's Cornerstones accounts, floor books and exercise books. Each child's progress is assessed in relation to age-related expectations. At the end of Reception, children are assessed against the Early Learning Goals and are judged as either emerging or expected.

Years 1–6: Years 1-6: The impact of our scheme is monitored through both formative and summative assessment. At the start of each unit, pupils complete a knowledge catcher to help teachers identify prior knowledge and establish a baseline for learning. In each lesson, teachers use assessment guidance to check pupils' understanding against the learning objectives. This assessment is then used diagnostically to identify misconceptions, gaps in knowledge and the next steps in learning. At the end of each unit, pupils complete a unit quiz to assess what they know and remember from the learning journey. As part of our Kapow scheme, pupils also complete endpoint assessments through Time to Shine activities. These provide opportunities for children to apply and showcase the full range of knowledge and skills from across the unit, while helping teachers assess how securely pupils have completed and understood the tasks within the learning journey. To support this further, we also carry out book looks, pupil interviews and regular moderation exercises to check the progress made and identify how best to support pupils moving forward.

