



School Vision:

Children leave Eastbury Farm having been inspired to become confident and successful learners, ready to explore their future as resilient and responsible individuals.

History Vision:

Children leave us with an increased confidence and understanding of historical facts, as well as an understanding of its influence on our day to day lives. They use their enquiring minds to reflect, question and discover how historical events have shaped the world. We create passionate historians who are equipped with the skills they need to investigate, think critically, and delve deeper to uncover the past.

Intent:

Throughout our history curriculum, we strive to inspire children's curiosity about the past, encourage debate, pose and answer critical questions and allow children to develop a better understanding of the world in which they live, both past and present. We aim for our children to find out more about our local past and that of Britain's and the wider world and ensure all children have a fundamental understanding of key periods in history. We want our children to be open minded, enquiring thinkers and history detectives who can examine the past in an engaging and exciting way. We endeavour to teach our children to 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 identity and the challenges of their time. We aim to teach our children the skills required to be a good historian; how to research and gather information, as well as how to question information gathered for authenticity, perspective and reliability.

We want our children to develop a mastery of the following **skills**:

- Chronological knowledge and understanding
- Historical enquiry
- Significance of events and people
- Interpretations of History
- Historical terms
- Cause & Consequence

These skills will be evident through investigation, thinking, questioning, drawing and writing.

Develop **knowledge** of:

Key stage 1

- changes within living memory
- events beyond living memory that are significant nationally or globally
- the lives of significant individuals in the past who have contributed to national and international achievements
- significant historical events, people and places in their own locality

Key stage 2

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations
- a study of Ancient Greece and their influence on the western world
- a non-European society that provides contrasts with British history

Implementation:

How do we help children build historical knowledge and skills into their long-term memory?

What is our teaching approach to delivering History?

Throughout their time with us, the children will build upon and develop their historical skills progressively through a variety of different topics. At the beginning of each unit each class will experience a 'Wow Day/Moment' which will bring the topic alive. This encourages the children to be inquisitive about their topic, to pose questions, seek answers, find out more and become lifelong historians. Children are provided with opportunities to explore, investigate, question, analyse and evaluate the world before them, the world as it is now and the world as it will be in generations to come. Through an enquiry-based approach, children are encouraged to investigate and interrogate a range of historical evidence and sources. Children are engaged and proactive in their learning, fostering independence and problem solving. We seek to broaden children's real-life experiences both inside and outside of school through educational visits, visitors, experimentation, exploration and discovery. This enables children to base their learning on firsthand experiences and makes learning meaningful and relevant.

Our Teaching/Learning Sequence:

Inspire

- Immerse the children in the subject/new learning theme and excite them about the unit ahead to make the learning more meaningful and relevant
- Find out what the children already know about the subject and how this links to what have they learnt in previous topics
- Encourage the children to be curious and want to question and find out new information
- Link to own knowledge of local, British and world history



Enquiry

- Encourage the children to be inspired, curious and fascinated by the new topic
- Teach the skills children need to help them find out more about the topic. This could be building on previous learning
- Develop the children's knowledge and understanding, working both independently and collaboratively



Apply Skills

- Children will use the taught skills and resources to help them develop and deepen their understanding and make comparisons between different historical periods
- Children acquire the skills to understand, present, analyse and communicate a range of information
- History topics are taught in a progressive way to build on previous learning and knowledge



Connect it all Together

- Bring together the new knowledge and understanding that has been gained throughout the topic so that children are able to confidently talk about their learning
- Link this to existing knowledge and understanding



Concluding

- The children have learnt new knowledge and skills through the topic that has built on previous learning
- Children can apply their learning and understanding of the people, events and contexts from the historical periods covered
- The children have been excited, engaged and curious to learn about the past

Impact:

Children will have developed historical knowledge and skills to help them explore, maintain curiosity and understand how historical events have shaped the world. They will be equipped with enquiry skills to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement; skills which are prized in adult life.

Children's knowledge and skills will develop progressively as they move through the school, not only to enable them to meet the requirements of the National Curriculum but to prepare them to become competent historians throughout their education and lives.

This will be evidenced through continuous monitoring carried out by the Subject Leader through:

- Learning Walks
- Pupil Voice
- Book Scrutiny
- Planning Scrutiny (that is progressive and builds upon children's existing skills and knowledge)

Through the specific study of:

Cycle A In Reception Autumn 1- All about me Autumn 2- Superheroes and me Spring 1- All creatures great & small Spring 2- Let's celebrate Summer 1- Once upon a time Summer 2- Me and my world In Year 1.2 Toys & Games (family history) Monarchy (Events & Changes Over Time) Titanic In Year 3.4 Stone to Bronze to Iron Roman Invasion (Impact on Britain & locality – St Alban's) The Shang Dynasty In Year 5.6 The Benin Empire Battle of Britain (Turning Point in British History) Non-European Society – Mayan Civilization (c. AD900) & The Aztecs	Cycle B In Reception Autumn 1- All about me Autumn 2- Superheroes and me Spring 1- All creatures great & small Spring 2- Let's celebrate Summer 1- Once upon a time Summer 2- Me and my world In Year 1.2 Remembrance & Significant People (Florence Nightingale & Mary Seacole) London's Burning (The Great Fire of London) Explorers (Bessie Coleman & Neil Armstrong) In Year 3.4 Invasion & Settlement – Anglo-Saxons, Scots & Viking The Tudors – (How did England change under the Tudors?) Ancient Egypt In Year 5.6 Victorian Britain Ancient Greeks Metroland
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- The children have discovered links and made connections between the history they learn and the world in which they live

Subject Leader Expectations:

- 1hr per week in KS1 and KS2 taught for a half term as a minimum. History is taught in the other half-term
- Cross-curricular links are developed wherever possible, particularly in English, Art, DT and Computing and are noted on planning
- To allow children to think as historians, the following should be encouraged: emphasis on historical enquiry and analysis, allowing children to discover, question, observe and experience history through a variety of learning, teaching styles and settings
- Early Years History should be delivered under Understanding of the World when appropriate
- In addition to class-based provision, year groups have the opportunity to explore their topic through off-site visits
- Visitors to school are encouraged to reinforce and enrich learning
- Planning should be based on the National Curriculum and must show evidence of progression for all pupils
- Clear adaptations to be evident for all learners
- Historical vocabulary should be on display in the classroom to support learning
- At the end of each unit, teachers should assess children into these categories: on track to be pre key stage, on track to be WTS, on track to be EXS, on track to be GDS based on their performance throughout the unit
- History resources used to enhance teaching and learning
- Class teachers to inform History SL when resources are missing or stock needs replenishing