



How we Plan, Teach and Assess

History

Intent



It is our aim that children leave Shinewater with a passion for history, as well as an understanding of their place in the world. The history curriculum at Shinewater makes full use of resources within the immediate and wider local area. Children are taught to be historians and to develop a deep understanding of the rich history of their locality, from the Bronze Age works at Shinewater Park, to the rich history of Pevensey Castle and the adventures of Ernest Shackleton from Eastbourne. As the children become increasingly secure in their understanding of place and time, we introduce them to history in the wider world from the Ancient Greeks, who seeded the concepts and values that are the pillars of our society, to the Egyptians and the Mayans, who developed separately and whose achievements are equally celebrated.

Intent

In line with the National Curriculum, the curriculum at Shinewater aims to ensure that all pupils: gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past; are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement and begin 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. The curriculum builds on the Early Years Foundation Stage Understanding of the World, where children have explored a variety of characters, settings and familiar situations from the past.

Knowledge is at the heart of our curriculum, both substantive and disciplinary. Our curriculum is designed to develop chronologically secure understanding of local, British and world history.



Implementation

History is taught through “Learning Adventures” throughout the year. Teachers have identified the key knowledge and skills within unit plans for each topic and consideration has been given to ensure progression. This key focus allows for children to retain information securely and make links and build upon their prior knowledge. Key concepts are used for children to make links within History and en route questions are used to promote deeper thinking. End of unit assessments are used for children to demonstrate their understanding of the topic and to celebrate their learning.

By the end of Year 6, children will have a chronological understanding of British history from the Stone Age to the present day, the role visitors (Romans, Anglo Saxons and Vikings) to these islands have played in their development and the impact on Britain in the wider world (Ernest Shackleton, World War 2). They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece and the Egyptians, as well as World War 1 and World War 2, with a focus on the impact on the lives of people in Eastbourne in the 1940s.

Teachers provide pupils with extensive enrichment opportunities, such as trips, speakers and re-enactors from groups, such as Hands on History. Consideration is given to how learners learn and pupils are given the opportunity to present their research and learning in a variety of ways. Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge, skills and understanding. The Early Years Foundation Stage (EYFS) uses ‘Development Matters in the EYFS’ guidance, which aims for all children in Reception to meet the goals in ‘Understanding of the World; People and Communities’ by the end of the academic year.

Impact

Our progressive history curriculum has been carefully designed to ensure that children know more and remember more across a lesson, series of lessons, from each term to the next and then building on from the previous year's learning.

Assessment of history is ongoing throughout a pupil's school journey. The children's History books show evidence of a balanced and wide-ranging history curriculum. They demonstrate that the children have acquired key knowledge in the topic taught and whether a child is able to apply some of the vocabulary that they have learnt for a specific unit. Pupil Voice is used to ensure that the children know more and remember more.



Our History Curriculum

Shinewater Curriculum Coverage

Aims of the National Curriculum for KS1 and KS2

British history: an aspect of British history is studied in every year group

know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world

History of the wider world: is studied from Year 3 onwards, covering all aims of the National Curriculum including ancient civilisations, empires and non-European studies

know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind

Substantive Concepts: are covered in every unit, developed across the curriculum and listed in unit plans

gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'

Historical Enquiry: an understanding of the method of enquiry begins to develop from 'Discovering History' in Year 1 and is developed each year

understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

Our History Curriculum

Shinewater Curriculum Coverage

Disciplinary concepts: these are explored in every unit and developed across the curriculum and listed in unit plans

Historical perspective and contexts: a wide range of contexts are studied, children are supported to make links and connections between the local, national and global, as well as political, cultural, social and religious contexts

Aims of the National Curriculum for KS1 and KS2

understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses

gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Our History Curriculum

National Curriculum for KS1 Pupils should be taught about:	Year 1	Year 1	Year 1	Year 1
	Discovering History	To Infinity and Beyond: (Neil Armstrong: Lives of significant individuals)	Prime Ministers: Guy Fawkes	History: Local Seasides : Changes within living memory
changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	✓	✓	✓	✓
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. Some should be used to compare aspects of life in different periods		✓	✓	✓
significant historical events, people and places in their own locality	✓	✓		✓

Our History Curriculum

National Curriculum for KS1 Pupils should be taught about:	Year 2	Year 2	Year 2
	Kings and Queens	Ernest Shackleton: Significant events, people and places in our own locality and Comparison with Neil Armstrong	The Great Fire of London: Events beyond living memory
changes within living memory -where appropriate, these should be used to reveal aspects of change in national life	✓	✓	✓
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. Some should be used to compare aspects of life in different periods	✓	✓	✓
significant historical events, people and places in their own locality	✓	✓	✓

National Curriculum for KS2 Pupils should be taught about:	
changes in Britain from the Stone Age to Iron Age	Year 3: Stone Age to Iron Age
the Roman Empire and its impact on Britain	Year 4: I came I saw, I conquered
Britain's settlement by Anglo- Saxons and Scots	Year 4: Here come the Saxons
the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Year 5: England Under Attack
a local history study	Year 4: Battle Abbey

National Curriculum for KS2 Pupils should be taught about:	
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Year 5: Lost my Head over Henry (The Tudors) Year 6: Macabre and the Magical! (The Victorians) Year 6: We'll meet again- World War II
the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China	Year 3: The Amazing Egyptians
Ancient Greece – a study of Greek life and achievements and their influence on the western world	Year 6: Myths and Mystery in Ancient Greece
a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	Year 5: Adventure in the Americas: The Mayans

History Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Nursery						
Reception	Me In My World <i>Understanding the World Communication and Language People and Communities</i>	Let's Celebrate <i>Understanding the World Communication and Language People and Communities</i>	A World Full Of Maths <i>Understanding the World Communication and Language People and Communities</i>	Adventures Above and Under The Clouds <i>Understanding the World Communication and Language People and Communities</i>	Lets Grow <i>Understanding the World Communication and Language People and Communities</i>	The Great Outdoors <i>Understanding the World Communication and Language People and Communities</i>
Year 1	Are We There Yet? <i>History: Discover History</i>	To Infinity and Beyond <i>History: Lives of significant individuals (Neil Armstrong)</i> <i>History: Guy Fawkes - Primeministers</i>		Time Travellers <i>History: Changes within living memory- Seaside (Eastbourne)- Significant events, people and places in our own locality- changes within living memory</i>		
Year 2		Once Upon a Time <i>History: Kings and Queens</i>	Frozen Kingdom <i>History: Significant events, people and places in our own locality- Ernest Shackleton and comparison with Neil Armstrong</i>	London's Burning <i>History: Events beyond living memory - Great Fire of London</i>		
Year 3	We Will Rock You <i>History: Stone Age to Iron Age</i>				Amazing Egyptians <i>History: Ancient Civilisations - Ancient Egypt</i>	Amazing Egyptians <i>History: Ancient Civilisations - Ancient Egypt</i>
Year 4		I came, I saw, I conquered. <i>History: Romans in Britain</i>	I came, I saw, I conquered. <i>History: Romans in Britain</i>	Here come the Saxons <i>History: The Saxons</i>	Local History: Battle Abbey <i>History: Local Area Study</i>	
Year 5	Lost my Head over Henry <i>History: British history beyond 1066 - The Tudors</i>		England under Attack! <i>History: Vikings</i>			Adventure in the Americas: The Mayans <i>History: A non-European society - Mayan civilisation</i>
Year 6	Victoriana: The Magnificent, The Macabre and The Magical! <i>History: Victorian Britain</i>	We'll Meet Again <i>History: World War 2</i>			Myths & Mystery in Ancient Greece <i>History: Ancient Greece</i>	Myths & Mystery in Ancient Greece <i>History: Ancient Greece</i>

How is the Subject Assessed?

The purpose of our history assessment is to inform our teaching practice to improve pupils' outcomes. Our curriculum is carefully designed and sequenced to ensure progression and opportunities for children to make links.

We regularly use formative assessment to inform our judgment with a focus on children knowing more, remembering more and making links within their learning. Teachers use unit plans for each topic which has knowledge at the centre, linking in the National Curriculum skills required.

In every history unit, children complete an end of unit assessment, these vary from written methods, enquiry based questions, research scenarios, discussion, low-stake quizzes and hot seating. Pupil Voice provides the opportunity to discuss history and embed the children's learning more deeply.