



Subject Philosophy: History

Our History curriculum supports and supplements the delivery of the national curriculum, by providing a bespoke enquiry-led context for learning, which provides:

- meaningful links in learning following a theme-based approach
- broad and balanced coverage across a range of subjects
- purposeful experiences that bring learning alive through visits and visitors
- opportunities to respond to the needs and interests of our pupils
- a local, national or international dimension
- a response to the continually evolving educational perspective

We intend our History curriculum to develop the whole child by encouraging the attitudes for learning that are displayed through:

- a resilience and resourcefulness in learning, where all children are confident to make mistakes and try new approaches
- an active contribution in lessons, by posing questions, evaluating their findings and sharing resources, ideas and thoughts
- respect and consideration towards others and the learning environment
- working happily and productively on their own, or with wider pupil groups

We intend to teach History with passion and strong subject knowledge:

- To create enjoyment and pleasure in all aspects of the subject.
- Instil curiosity and develop enquiry skills.
- Provide access to a range of primary and secondary sources and distinguish between the two.
- Encourage children to initiate their own learning and research
- Create investigative activities for children of all abilities
- Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment
- Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- Underpinned by appropriate use of I.T.

Through our HISTORY curriculum we:

Teach the skills of:

- Chronological understanding
- Comparison
- Questioning
- Evaluating sources
- Interpretation
- Enquiry
- Using evidence
- Technical vocabulary



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We ensure that children will learn about:

Chronology - Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.

Significant events in the past - Events beyond living memory that are significant nationally or globally

Significant British Individuals - The lives of significant individuals in the past who have contributed to national and international achievements.

Local area history - Significant historical events, people and places in their own locality.

Subject content by units

Year 6			
Topic Title	World War 2 <i>Was WW2 a battle between good and evil?</i>	Pop <i>How did life in post war Britain influence Art and culture?</i>	Philosophy and Democracy <i>Is ancient philosophy needed in our modern world?</i>
Year 5			
Topic Title	Marvellous Medicine <i>Was penicillin the most significant discovery in medicine?</i>	Stargazers <i>Have humans explored all that can be explored?</i>	Changing faces of the monarchy <i>How do monarchs influence the way we live?</i>
Year 4	Autumn 1	Autumn 2	Spring 2
Topic Title	Settlers <i>What is most important for choosing where to live?</i>	Invaders <i>Were the Vikings terrible people?</i>	Ancient Egyptians <i>Were the Egyptians more developed than early British society?</i>
Year 3	Autumn 1	Spring 1	
Topic Title	Stone Age to Iron Age <i>Was fire the biggest discovery of the cave people?</i>	Roman London <i>Did the Romans ever leave London?</i>	
Year 2	Autumn 2	Summer 1	
Topic Title	London's Burning <i>What effects did the great fire of London have on our city?</i>	Going to the Zoo <i>How have Zoos changed over time?</i>	
Year 1	Autumn 1	Autumn 2	
Topic Title	Toys <i>Do we play the same toys as our grandparents?</i>	Kings and Queens <i>Do Kings and Queens have rules to follow?</i>	



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Assessment and expectation

We are committed to the belief that the nature of open ended tasks allows pupils to be driven by their own curiosity, deepens their understanding and enables all children to fulfil their potential leading to greater performance.

At Essendine, our expectation is that all pupils will at least meet age related expectations as prescribed in the national curriculum, but will be challenged to achieve greater than this.

Where pupils are falling behind, work will be undertaken to close the gap including differentiation in planning, use of key/target questioning, small group work and teacher intervention. These strategies encourage all pupils to have access to History, to gain in confidence and share ideas with each other.

Project-based learning

Where pupils are exceeding assessment expectations, they will be selected to take part in a project-based task. This involves students in an extended process of inquiry in response to a real-world problem. During the inquiry process, students can work collaboratively, in teams or small groups, or individually, to complete complex tasks that result in authentic products, events, or presentations to an audience. It has five key characteristics:

- outcomes are linked to curriculum and learning goals
- focal questions and problems lead students to the central concepts of the subject
- investigations and research involve inquiry and knowledge building
- students are responsible for designing and managing much of their own learning
- projects are based on authentic, real-world problems and questions that students care about

Assessment of History

A range of assessment evidence will be collected to support teacher's judgement and will include:

- Photographs
- Role play
- Records
- Journals / Floor books
- Work scrutiny
- Ongoing assessment tasks
- Pupils' discussion and consultation.
- Response to greater depth questioning

Teachers report the names of those children identified as most able or exceptionally able and those who are not working at age related expectations to subject leaders. This enables the tracking of provision and opportunity to challenge children more broadly as well as support in closing the gaps for others.



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Key questions to ask pupils:

Artefacts

- What do you think it is?
- What do you think it was used for?
- What materials is it made from?
- How do we know it's old?
- Where did it come from?
- Did it belong to a rich or poor person?
- What condition is it in?

Photographs

- What type of source is it?
- Is it genuine or a copy?
- Who did it belong to?
- What does this photograph tell us?
- Can we compare this to a modern photograph?
- Who are the people in the photograph?

General

- What do you want to learn about?
- What have you learnt about?
- Where can you find further information about?
- Why didn't the Egyptians take photographs etc?
- How do we know about Egyptians etc?
- What do people's clothes tell us about the past?
- Where did Egyptians etc live and how do we know this?

Monitoring

The Phase leader will liaise with the subject leader to ensure monitoring is being undertaken and recorded.

The Subject leader will:

- Monitor books, provide feedback and support,
- Provide training sessions to ensure subject knowledge is accurate,
- Attend CPD courses,
- Monitor the budget and order resources where required.



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Governors will liaise with the Subject Leader to support improvement planning processes and be aware of standards.

Partnerships

Parents

Essendine positively promotes and encourages parents to support the work of the school in developing a love of History. This can be done by inviting parents into History workshops, reading historical texts to children and taking children to museums. An outline of the history to be studied in a term is also detailed in the Parent's Information meeting.

Colleagues

Essendine collaborates with professional colleagues from other schools in order to enrich, enhance and support good practice. Regular meetings and training sessions are facilitated so that ideas, resources and expertise can be shared.