



## Subject: History

Subject Leader: Abbie Gorst

### Concepts / Themes / Big Questions

History at Shap is all about enquiry. Each history unit has one over-arching *Big Question*. Each lesson in the unit of study will focus on a smaller-scale enquiry question that will build-up to children being able to answer the Big Question coherently, intelligently and substantively using the history knowledge and skills acquired.

Cycle A Example

KS1

**Local History**—Who has lived in Shap? What were their lives like?

**Monarchs**—Who has been King or Queen of Britain? Why do we remember them today?

**Great Fire of London**—How did the Great Fire change London?

**Changes Within Living Memory**—How has life changed since the 1950s? Has it changed for the better and why?

LKS2

**Local History**—Who has lived in Shap? What were their lives like?

**Stone Age to Iron Age**—Would you rather live in the Stone Age, Bronze Age or Iron Age? Why?

**Mayans**—Why do you think at Shap we should study the Mayans?

**Beyond Face Value (Thematic Study)**—Can we believe everything we see in history?

UKS2

**Local History**—Who has lived in Shap? What were their lives like?

**Anglo Saxons and Vikings**—Raiders or Settlers? How should we view the Anglo Saxons and Vikings?

**Ancient Greeks**—What do we have to thank the Ancient Greeks for?

**Medicine (Thematic Study)**—How have medical discoveries changed the way we approach the treatment of illnesses over time?

History at Shap consists of core and threshold concepts. Core concepts pervade all history learning and are the key to unlocking more abstract ideas (threshold concepts). All children will learn the core concepts and the threshold concepts are developed in a spiral with different year groups revisiting the threshold concepts.

#### Core Concepts

- Chronology
- Continuity and Change
- Cause and Consequence
- Using, Understanding and Analysing Sources (Interpreting)
- Communicating History
- Significance
- Perspectives

#### Threshold Concepts

- Power and Authority
- Migration and Movement
- Trade
- Leisure
- Farming
- Religion

Understanding the world in EYFS concentrates on the child's own history, their family and themselves before moving onto the distinction between now and then.

### NC / Other Links

The 2014 National Curriculum for history has been used to ensure the statutory content and coverage is covered in our Shap history curriculum.

Local historian Jean Scott-Smith has been consulted for the local history elements of our curriculum.

### Cultural Capital

At Shap, our aim is to give children the knowledge and skills to prepare them for what comes next in their lives. In history, this includes:

- A progressive and high-expectation on the vocabulary to be taught and used fluently
- A rich variety of historical non-fiction and fiction books in class reading areas
- Learning about significant people who have changed the direction of history that are embedded into the subject's medium plans as well as following children's interests and introducing them to historically significant people
- Termly projects based on the history unit in KS2 allow children to take their learning home and do their own research and discuss history with their family
- Artefact loans in classroom provision
- Acts of remembrance on Remembrance Day each year
- Celebrations of national historic moments—Queen's Jubilee, Queen's funeral, Coronation of King Charles
- Enrichment visits to museums and historical landmarks

### Enrichment: People, Locality and County

- Tullie House Museum—membership for visits and virtual visitors and artefacts.
- Shap Local History Society—visitors in
- Shap village sites for local history studies
- Edinburgh residential—Museum of Scotland
- Local residents and family members visit for personal history—EYFS

### Enrichment: Resources

The current units of study have been written and produced by Shap staff to make it unique for our children. To aid in the high-quality teaching and learning of history, the units closely tie into some of the resources used on:

- Key Stage History
- Historical Association
- Tullie House Museum—artefact boxes
- Cumbria Library Services—artefact boxes

### Links to Christian Vision and Values

History closely links to our school vision. Our curriculum has been uniquely planned putting our *children at the heart* of it, and considering the breadth of history that is important and worthwhile to children in Shap. Throughout history, children will be aware of periods of conflict, by concentrating on how peace was achieved and lessons from marginalized groups in the past, it will influence how our children '*live in harmony within our community, nurturing one another*'.

History links closely to these school values:

Friendship—working together to discuss artefacts, viewpoints, understanding that people can have different views and interpretations of sources.

Peace—By learning about conflict and wars throughout history, children will be able to learn about the importance of peace,

Koinonia—Our history curriculum is not confined to British history but delves into events and civilisations from around the world. At Shap we want our children to feel part of a global community and understand how the historical periods in a different country have an effect on their lives in Shap today.

Compassion—Within history we teach that it is often written by the victors and that this is not the only version of events. We must view history holistically and listen to all voices from an historical event or era and attempt to understand the motivations, feelings and consequent actions of those in the past; all skills they can use to show compassion in the present.

Creation—History has played a role in the creation of many structures, traditions and institutions of today and so can be seen as a creative force. Children can also create their own history and can use history as a creative springboard for art, music, literature, maths etc.

### Links to other Subjects

- Science—looking at the findings of scientists like Newton and Darwin and seeing how their theories have 'evolved' over time.
- English—stories based in historical periods, or primary historical texts such as Shakespeare
- Art and DT—re-creating artefacts from different historical periods (terracotta warriors, Ancient Egyptian jewellery).
- Computing—creating websites based on their history unit

### Links to SDP and School Priorities

- Priority 1 - To construct an ambitious curriculum that is coherently planned and sequenced from EYFS to Y6
- Priority 3 - To ensure effective monitoring and accountability for the quality of education
- Priority 5 - To develop subject leaders subject and pedagogical content knowledge to enhance the teaching of the curriculum

### Assessment / Proof of Progress

History uses both formative and summative assessment.

Formative assessment takes place by teachers and support staff in weekly history lessons. Formative assessment can take many forms including: marking and verbal feedback, discussion, questioning, reflective journaling, using artefacts, creating enquiries. Formative assessment is used to inform future planning, grouping, and interventions for those that need support to achieve or exceed the lesson's enquiry question.

Summative assessment takes place at the end of each history unit. The medium term plans have been designed so that the final lesson is an assessment of the unit where children answer the Big Question. This can take many forms, it may be written, creation of a website, drama.

Teachers and support staff use the history skills progression map to aid their teacher assessment judgements in history.

### Monitoring Procedures

Both formal and informal monitoring takes place throughout the year. Formal monitoring takes place termly and consists of a:

- book scrutiny
- pupil voice
- learning walk

Different children are selected for the pupil voice each cycle to provide a broad spectrum of views to aid improvement.

Children have their books present for the pupil voice talk, these are then used for the book scrutiny.

The link governor for history is Julie Graham. Link governor monitor meetings are held every 2 terms via TEAMs or face-to-face.

### Main Subject Action Areas

- Embed the new curriculum and ensure all classes are using the long term map.
- To create formative and summative assessment opportunities, in conjunction with class teachers, for their history and geography units of work to gain a more concrete understanding of children's attainment and progress in the humanities.
- Develop milestones for each class to assess progress on the threshold concepts.