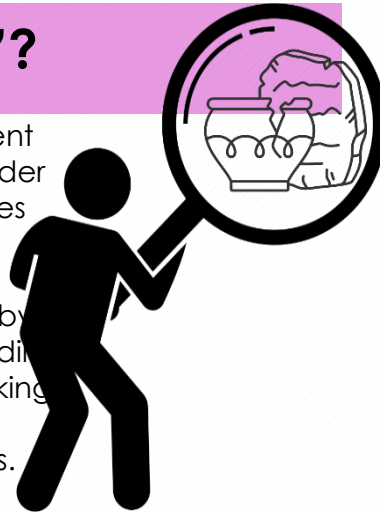


EMP CURRICULUM AT A GLANCE

What is a 'Historian'?

A historian understands a coherent and chronological narrative in order to comprehend how people's lives today have been shaped and influenced by the wider world. A historian will know how to do this by asking, discovering, using and finding evidence, formulating ideas, making links, coming to conclusions by analysis and making comparisons.



History at East Morton: Intent

At East Morton CE Primary, our carefully sequenced History curriculum provides our learners with every chance and opportunity to gain a coherent knowledge and understanding of Britain's past and that of the wider world. Through an engaging 'hook' at the beginning of each topic, we inspire learners to become life-long historians who are curious about the world in which they live and are eager to know more about the past. Our learners are supported to develop their historical enquiry skills through asking perceptive questions, thinking critically, weighing evidence, sifting arguments, and developing perspective and judgement.

Inclusion

All learners at East Morton CE Primary take part in all aspects of our History curriculum. Children who require additional support with their learning are supported through adaptive teaching and scaffolds. Children are given opportunities to discuss their ideas, and thoughts. These discussions are valuable to all learners as it encourages the sharing of thoughts and reasoning about the past.

History in Early Years

In EYFS within **Understanding the world**, there is an early learning goal entitled '**Past and Present**'. In Nursery and Reception, children talk about significant events in their own lives and develop interest in the past. Children will learn about some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. They will look at changes over time..

Associated Document '[Detailed History skills progression from Nursery](#)'

Assessment

Our assessment of History is robust. We use progression statements to guide planning and assessment in each year group, weaving together the knowledge, skills, and understanding needed to become successful Historians. At the start of each topic, pupils receive a learning plan outlining prior learning, key knowledge and skills, the end point, and key vocabulary. Children complete a mid-point and end-of-unit task to assess progress in both their substantive and disciplinary knowledge.

History Curriculum Implementation

Our History follows an enquiry-based approach and is fully aligned with the National Curriculum. Each history topic is based on an overarching question, with subsidiary questions then providing a focus for each session. Each topic begins with a hook to engage learners. **Key Stage 1:** In KS1, learners develop an awareness of the past, using common words and phrases relating to the passing of time. They know where the people and events they learn about fit within a chronological framework and identify similarities and differences between ways of life in different periods. Our enquiry approach to learning allows learners to ask and answer questions, choose and use parts of stories and other sources to show that they know and understand key features of events. In KS2, learners continue to develop their knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They construct informed responses that involve thoughtful selection and organisation of relevant historical information. Learners understand how our knowledge of the past is constructed from a range of sources. Our innovative **scrap booking approach** to History in KS2 allows the children to lead their own learning when researching the answer to a given question. We develop learners' independence and encourage them to use their creativity when organising their learning. Our learners take great pride in their work and enjoy the freedom that they are given to follow their own interests.

Curriculum content: In our History lessons, we ensure that both our pupils' **substantive and disciplinary knowledge** is built upon year on year. **Substantive Knowledge** is the specific, factual content which is connected into a careful sequence. e.g. people, dates, features of something. **Disciplinary Knowledge** is the subject specific procedural concepts that shape the way the substantive knowledge is delivered.

First order Substantive Historical concepts: Schemas are the cognitive structures that give children a model to build on. When new information is added to an existing schema is strengthened. In History, there are themes that reoccur and therefore support the building of schema. These themes are the '**first order substantive concepts**': **conflict, monarchy, religion, society and culture**.

Second order Historical Disciplinary Concepts

These concepts or 'big ideas' allow children to make connections between their learning and in turn gain a deeper understanding allowing them to make sense of the facts and the world around them. These concepts help shape our history enquiry questions and provide a lens through which to filter the vast amounts of possible content that could be taught. The enquiry question for the unit, weaves the sequence of lessons together, promoting children to identify links between them. We want our children to acquire and utilise in-depth knowledge as opposed to a broad range of isolated facts.

'Know it' knowledge In planning units of history, substantive key knowledge (which we refer to as know it knowledge) linked to the **second order Historical Disciplinary Concepts** are used.

Associated Documents: [Curriculum Learning guide with skills progression and Year Group Long Term Plans](#)

EMP CURRICULUM AT A GLANCE

2023 (External DT Review)

“The subject leader is passionate about history, and this is reflected in staff and pupils’ commitment to history across the whole school.”

“**There are high expectations for all pupils**”

“The **curriculum is well designed** with comprehensive documents in place to support the teaching and learning across school from EYFS to Year 6. The plans show key knowledge and the key concepts to be taught in each history unit . **There is clear progression across and within the years.**”

“**Assessment is rigorous** with mid-point checks as well as assessment of the history unit and the end of the unit. The subject leader knows staff are confident in checking pupils’ learning because of the mid-point check.”

“Teachers adapt learning to address any gaps identified in the mid-point check. When speaking to **pupils, they could recall knowledge from previous units and are enthusiastic about history**”

HISTORY



Enhancement

Subjects such as English, Art, DT and RE are reinforced through History by giving learners the opportunity to articulate ideas and compare and contrast their views with others, learn vocabulary and learn about the legacy left from different periods of history and cultures.

Our History curriculum is enhanced with extra opportunities through schools visits and visitors in school, some of these act as a 'hook' at the start of a History unit. Examples of these are, a Stone Age day at Nell Bank, Murton Park to experience life like Vikings, and visits from 'history specialists'



Impact

Learners will:

- know more, remember more, and understand more about History.
- have **knowledge, skills** and **understanding** which are necessary in order to become successful historians of the future.
- to develop a chronologically secure knowledge and understanding of British, local and world history
- learn lessons from history to influence the decisions they make in their lives in the future
- The majority of learners will achieve or exceed age related expectations in History.