



# History

## INTENT

At North Ferriby, our vision is to stimulate the children's interest and understanding of the lives of people in the past as well as a wide variety of historical events. We aim to teach the children to think as historians, developing their enquiry, investigative, analytical and evaluative skills and knowledge. We want to inspire the children's curiosity and instil a desire to learn more about the past and understand how it effects the present and future. We believe it is important to allow the children to be able to drive their own learning with a variety of challenges and activities which in turn raise pupil engagement and inspire a love of history.

## IMPLEMENTATION: WHAT DOES HISTORY LOOK LIKE AT NORTH

- Lesson 1** Establish what the children already know from previous themes and introduce three key enquiry questions. Children are given the opportunity to create their own lines of enquiry, with the aim of answering all questions by the end of the theme. Our initial focus is chronology; ensuring pupils understand where their new unit of learning fits in relation to historical periods previously studied.
- Unit lessons** Throughout the unit of work, pupils acquire new knowledge, skills and experiences as they delve into the past. Each lesson begins with a retrieval activity, designed to revisit previous learning and strengthen the recall of key and sticky knowledge.
- Summary** The unit of learning finishes with a summary of the period studied. The enquiry questions from the beginning of the theme, including the pupil lines of enquiry, are revisited to ensure these have been answered.

## HISTORY LONG TERM PLAN:

	Autumn	Spring	Summer
EYFS	Past, Present and Future	Changes	Changes
Year 1 and 2 (a)	Within living memory	Significant people	Significant people
Year 1 and 2 (b)	Great Fire of London	Ferriby Boats in bronze age	Queen Elizabeth 11
Year 3 and 4 (a)	The Stone Age	Anglo Saxons	Vikings
Year 3 and 4 (b)	Ancient Egypt	Romans	Mayans
Year 5 and 6 (a)	Tudors	World War Two	Humber fishing
Year 5 and 6 (b)	Ancient Greece	Black Death	History in Action



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## CLASSROOM ENVIRONMENT

Our displays are designed to be working walls, which build as the theme progresses. Key vocabulary is displayed alongside engaging images and the children's own enquiry questions. A timeline is always visible to allow pupils to pinpoint their current learning and make links to previous historical periods studied.



## SCHOOL ENVIRONMENT



The knowledge organiser for each theme is available on our school website under the relevant year group curriculum page. Children are also encouraged to take part in learning prior to the new theme, where they are invited to become creative and make a craft-inspired item to bring into school for display. The children receive dojo points for extra study.

## ASSESSMENT AND IMPACT

Throughout the unit, teachers make formative assessment judgements as pupils learn new

## PARENTAL LINKS

concepts and ideas. Quizzes are used to help embed substantive knowledge within the long-term memory. As the unit of learning comes to an end, teachers assess the pupils against the broader concepts of the subject: chronological knowledge, historical enquiry and interpretation of history.