



Highfield Long Term Plan: History



Highfield Vision for History

BEING ABLE TO UNDERSTAND THE PAST ALLOWS US TO APPRECIATE HISTORY, BUT THIS KNOWLEDGE ALSO EQUIPS US TO NAVIGATE THE COMPLEXITIES OF THE PRESENT AND PREPARE FOR THE OPPORTUNITIES AND CHALLENGES OF THE FUTURE.

A deep understanding of the past provides valuable context and perspective, it broadens perspectives and fosters critical thinking. This intellectual growth equips our children to make more informed decisions, contribute positively to society and understand our own cultural and social identity. Our history curriculum is designed to ignite imaginations, expose our children to moral and ethical dilemmas of the past and inspire through examples of great leadership and deeds. From Reception children begin this journey by examining their own history, then travel through civilisations and events stretching from the Stone Age to World War 2. All underpinned by our key drivers of Safeguarding, Reading, RED (Respect, Equality & Diversity) and Enrichment. The History Curriculum is planned and our assessment judgements made using guidance from the Historical Association and consultation with Tim Jenner (HMI National Lead for history).



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Historical Knowledge

The Highfield History Curriculum is knowledge rich. It is this knowledge which underpins historical enquiry. It refers to the specific and detailed information about historical events, facts, figures and details within a particular historical period, context, or area of study. We are proud that our curriculum encompasses a deep understanding of the content and specifics of history, not just a broad overview. Our children are challenged to develop a comprehensive understanding of historical topics so that they can then analyse and interpret specific events and their consequences.

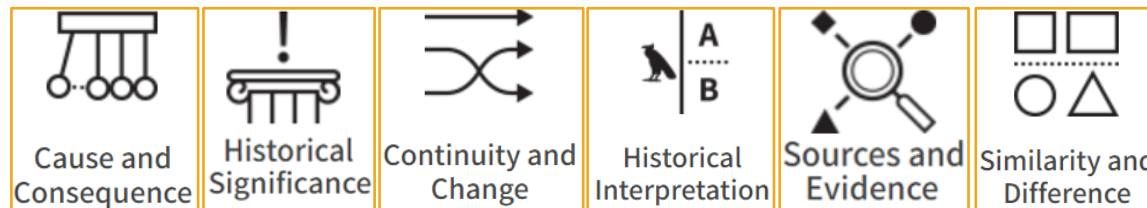
Historical Concepts

Historical concepts are fundamental ideas and principles that help our children understand and analyse the past. These concepts provide a framework for studying history and making sense of events, people and changes that have shaped human civilisation. As children move school, our children are given the opportunity to develop their historical thinking skills and consequently a deeper understanding of the complexities of history.



Historical Skills

Historical skills are the abilities that our young historians develop to research, analyse and interpret the past. These skills are essential for understanding history and making meaningful connections to the present by challenging children to utilise their knowledge and make comparisons and judgements.



Historical concepts and skills are mapped out across the Highfield History Curriculum in this document and the medium-term plan. The key knowledge taught is mapped on the medium-term plan.



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Assessment

Why do we Assess?

Assessment in history helps us to understand and track our progress in learning about the past. It is important because it shows what we have learned and what we still need to work on. There are different types of assessments that help us in different ways.

Pre and Post Topic Assessments

Before starting learning about a new history topic, children do a pre-topic assessment. This is an activity that helps the teacher understand what the children already know about the topic and links to previous topics, historical knowledge, concepts and skills. This allows the teacher to be responsive to the pupils' needs when planning the learning. After they have finished learning about a history topic, they do a post-topic assessment. This is another activity that helps the children and the teacher see how much the pupils have learned. However this is not the only method of assessing understanding that we use at Highfield, for example, opportunities for retrieval are given to elicit previous learning before lessons.

Formative Assessment

During history lessons, the teacher continually formatively assesses pupils' learning. Formative assessment is the day-to-day ongoing assessment, sometimes referred to as assessment for learning. This forms a detailed picture of children's knowledge and understanding against specific learning outcomes. Most simply, it means providing teaching that is adaptive to pupils' needs and using evidence about learning to adjust instruction to ensure that learning moves forward. This means they are checking on how children are doing while they are learning. It is responsive and feedback given in the moment.

Summative Assessment

In-school Summative Assessment provides information on a child's achievements over time. These assessments allow teachers and Senior Leaders to monitor the performance and progress of pupils over time. They help to monitor pupil cohorts / vulnerable groups and identify where interventions may be required to ensure pupils make progress. At Highfield, whole school history summative assessments are carried out bi-annually: once at the end of the Autumn Term and then again in the Summer Term.

History Assessment Calendar:

- Bi-annual data submission of history attainment (November and May)
- Termly Audit of the History Curriculum coverage
- January & July: Subject scrutiny and monitoring of action plan (including pupil voice)
- Pre and post topic assessment



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Enrichment

Enrichment experiences play a crucial role in helping children learn abstract concepts by providing them with opportunities to explore, engage, and make connections between theoretical knowledge and real-world applications. For this reason 'Enrichment' is one of the four key drivers of the Highfield Curriculum. The 'Wider Curriculum' or 'Enrichment opportunities' are mapped out in the Wider Curriculum document.

At Highfield, learning in History is enriched by the following experiences (see also Historical Topic, Concept and National Curriculum Objective Year Group Map):

EYFS. Farm Visit

Year 1. Toys workshop, in school, Visit to Scarborough

Year 2. Nurses workshop, in school. Trip to the Railway Museum in York

Year 3. Armley Mills trip. Egyptian workshop, in school, Moortown Walk

Year 4. Robin Hood's Bay, Murton Park

Year 5. WW2 immersion day

Year 6. Tudor immersion day. Marrick residential

Enrichment experiences provide a dynamic and interactive approach to learning in history, fostering a deeper understanding of abstract concepts by connecting them to real-world situations, encouraging critical thinking, and promoting creativity and collaboration.



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Historical Concept and Skill Year Group Mapping and Sequencing

			Historical Concepts				Historical Skills						
		History Topic (abbreviated) and The Big Question	Life of a child	Local History	Invasion, Migration and Settlement	Civilization, Power and Control	Cause and Consequence	Historical Significance	Continuity and Change	Historical Interpretation	Sources and Evidence	Similarity and Difference	
Reception	Autumn 1	Our family history and Past Events: How have we changed?											
	Autumn 2												
		Bonfire Night: Why do we have Bonfire Night?											
		Remembrance Day: Why do we have Remembrance Day?											
	Spring 1	Farming Now & Then: How has farming changed in our local area?											
	Spring 2												
	Summer 1	Shopping Now & Then: How has shopping changed for children?											
Summer 2													
Year 1	Autumn 2	Toys: How have toys changed for children?											
		Gunpowder Plot: Why do we have Bonfire Night?											
		Remembrance Day: Why do we have Remembrance Day?											
	Spring 2	Great Fire of London: What affected the Great Fire of London?											
	Summer 1	Changes in Living Memory (holidays): How have holidays changed for children?											



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Year 2	Autumn 1	Nurses: How has nursing changed?										
	Autumn 2	Remembrance Day: Why do we have Remembrance Day?										
	Spring 1	Transport through time: How has transport changed over time?										
	Summer 2	What Happened in 1066?: What was the impact of 1066?										
Year 3	Autumn 1	Victorians: What was life like for a Victorian child?										
	Autumn 2											
	Spring 1	Ancient Egyptians: What was the significance of the Ancient Egyptian civilization?										
	Spring 2											
	Summer 1	Moortown Local History: How has our Moortown changed?										
Summer 2												
Year 4	Autumn 1	Robin Hood's Bay: How has Robin Hood's Bay changed?										
	Spring 1	Romans: What was the significance of the Romans both locally and nationally?										
	Spring 2	Vikings, Anglo-Saxons and Scots: What was the significance of the Vikings, Anglo-Saxons and Scots both locally and nationally?										
Year 5	Autumn 1	World War 2: What was life like for a wartime child?										
	Spring 2	Stone Age Bronze Age and Iron Age: What was the significance of the Stone Age, Bronze Age and Iron Age and why aren't they civilizations?										









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Year 6	Summer 1	Ancient Greece: What was the significance of the Ancient Greek civilization?										
	Summer 2											
	Autumn 1	The Changing Power of Monarchs: Can I explain trends, continuity and change in relation to the changing power of the monarchy?										
	Spring 1	Early Islamic Civilisation: What was the significance of the Early Islamic Civilization and how did it compare to Britain during the same time period?										
	Summer 2	Marrick Priory: How has Marrick changed?										



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Historical Topic, Concept and National Curriculum Objective Year Group Map					
		Autumn	Spring	Summer	Enrichment
EYFS	Topic and Concept	<p>Our family history and Past Events</p>  <p>Life of a child: How have we changed?</p> <p>Civilization, Power and Control: Why do we have Bonfire Night?</p> <p>Invasion: Why do we have Remembrance Day?</p>	<p>Our family history and Past Events</p>  <p>Local History: How has farming changed in our local area?</p>	<p>Our family history and Past Events</p>  <p>Life of a Child: How has shopping changed for children?</p>	<p>Farm visit</p>
	National Curriculum Objective	<ul style="list-style-type: none"> ▪ Talk about the lives of the people around them and their roles in society. ▪ Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. ▪ Understand the past through settings, characters and events encountered in books read in class and storytelling. 			
Year 1	Topic and Concept	<p>Toys</p>  <p>Life of a child: How have toys changed for children?</p> <p>Civilization, Power and Control: Why do we have Bonfire Night?</p> <p>Invasion: Why do we have Remembrance Day?</p>	<p>Great Fire of London</p>  <p>Invasion: What affected the Great Fire of London?</p>	<p>Changes in Living Memory (holidays)</p>  <p>Life of a child: How have holidays changed for children?</p>	<p>Toys visit – Catherine Conran, History to life</p> <p>Scarborough - Seaside</p>

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	National Curriculum Objective	<ul style="list-style-type: none"> ▪ changes within living memory. ▪ events beyond living memory that are significant nationally or globally significant historical events...in their own locality. 	<ul style="list-style-type: none"> ▪ events beyond living memory that are significant nationally or globally 	<ul style="list-style-type: none"> ▪ changes within living memory. 	
Year 2	Topic and Concept	<p style="text-align: center;">Nurses Of the Past</p>  <p>Invasion: How has nursing changed?</p> <p>Invasion: Why do we have Remembrance Day?</p>	<p style="text-align: center;">Transport through Time</p>  <p>Local History: How has transport changed?</p>	<p style="text-align: center;">What Happened in 1066?</p>  <p>Civilization, Power and Control and Invasion and Local History: What was the impact of 1066?</p>	<p>York Railway Museum Catherine Conran – History to Life, Battle of Hastings 1066 & Florence Nightingale</p>
	National Curriculum Objective	<ul style="list-style-type: none"> ▪ 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. ▪ significant historical events, people...in their own locality. 	<ul style="list-style-type: none"> ▪ changes within living memory. ▪ 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. 	<ul style="list-style-type: none"> ▪ events beyond living memory that are significant nationally or globally ▪ significant historical events, people and places in their own locality. 	
Year 3	Topic and Concept	<p style="text-align: center;">Victorians</p>  <p>Life of a child and Civilization, Power and Control and Invasion and Local History: What was life like for a Victorian child?</p>	<p style="text-align: center;">Ancient Egyptians</p>  <p>Civilization, Power and Control: What was the significance of the Ancient Egyptian civilization?</p>	<p style="text-align: center;">Moortown Local History</p>  <p>Local History: How has Moortown changed? (link to Geography)</p>	<p>Victorian Classroom and Armley Mills Ancient Egyptian Workshop, in school Moortown Walk</p>



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	National Curriculum Objective	<ul style="list-style-type: none"> ▪ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 ▪ a local history study 	<ul style="list-style-type: none"> ▪ 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 Egypt 	<ul style="list-style-type: none"> ▪ a local history study 	
Year 4	Topic and Concept	<p style="text-align: center;">Robin Hood's Bay</p> <p style="text-align: center;"></p> <p>Local History: How has Robin Hood's Bay changed? (link to Geography)</p>	<p style="text-align: center;">Romans Vikings, Anglo-Saxons and Scots</p> <p style="text-align: center;">  </p> <p>Civilization and Power and Invasion and Local History: What was the significance of the Romans both locally and nationally?</p> <p>Civilization and Power and Invasion and Local History: What was the significance of the Vikings, Anglo-Saxons and Scots both locally and nationally?</p>		Robin Hood's Bay Murton Park
	National Curriculum Objective	<ul style="list-style-type: none"> ▪ a local history study 	<ul style="list-style-type: none"> ▪ the Roman Empire and its impact on Britain ▪ Britain's settlement by Anglo-Saxons and Scots ▪ the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor 		

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Year 5	Topic and Concept  World War Two Life of a child and Civilization and Power and Invasion and Local History: What was life like for a wartime child?	Stone Age, Bonze Age and Iron Age  Civilization, Power and Control: What was the significance of the Stone Age, Bronze Age and Iron Age and why aren't they civilizations?	Ancient Greece  Civilization and Power: What was the significance of the Ancient Greek civilization?	WW2 Immersion Day in school
	National Curriculum Objective <ul style="list-style-type: none"> ▪ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 ▪ a local history study 	<ul style="list-style-type: none"> ▪ changes in Britain from the Stone Age to the Iron Age 	<ul style="list-style-type: none"> ▪ Ancient Greece – a study of Greek life and achievements and their influence on the western world 	
Year 6	Topic and Concept  The Changing Power of Monarchs Life of a child and Civilization and Power and Invasion and Local History: Can I explain trends, continuity and change with relation to the changing power of the Monarchy?	Early Islamic Civilisation (including Baghdad)  Civilization and Power: What was the significance of the Early Islamic Civilization and how did it compare to Britain during the same time period?	Marrick Priory  Local History: How has Marrick changed? (link to Geography)	Marrick Priory Tudor Immersion Day in School
	National Curriculum Objective <ul style="list-style-type: none"> ▪ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (the changing power of monarchs, life of a child) 	<ul style="list-style-type: none"> ▪ a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization 	<ul style="list-style-type: none"> ▪ a local history study 	