



History at Eye CE Primary School

Our Aim

At Eye CE Primary School, our intent for history education in our primary school is to provide our pupils with a rich, engaging, and well-structured curriculum that stimulates their curiosity, enhances their understanding of the past, and develops their historical knowledge, skills, and concepts. Our aim is to ensure that our pupils have a deep appreciation of the historical events, people, and societies that have shaped our world. We seek to instil an enthusiasm for the subject, foster critical thinking, and nurture a sense of identity and belonging within the local, national, and global contexts.

Our school definition of History

History is the study of the past, in particular the changes over time that have occurred within human society.

How we do this

Our Key Concepts

Key concepts

Nine **key concepts** of history repeat throughout the curriculum. (In brackets, you will see other important related concepts.) These provide lenses through which to consider the different aspects of history:

community & culture - (architecture, art, civilisation, communication, economy, inspiration, myth, nation, religion, settlement, story, trade)

conflict & disaster - (conquest, liberation, occupation, military, peace, plague, surrender, treaty, war)

exploration & invention - (discovery, migration, navigation, progress, tools)

hierarchy & power - (country, democracy, empire, equality, government, law, monarchy, oppression, parliament, peasantry, politics, prejudice, slavery, poverty, protection, tyranny)

cause & consequence

change & continuity

similarity & difference

evidence & interpretation (eye-witness, source)

significance

Our key concepts, including the second-order concepts of history, were derived in reference to notable work on this subject, including The Historian's Toolkit ([link](#)) and that from The Historical association ([link](#)). In addition, the need to adapt the key concepts for a primary setting was considered.

To achieve our aim, we have designed a systematic and coherent history curriculum that is broad, balanced and inclusive — aligned to current research.

We ensure that there is sufficient time allocated for history lessons, allowing for depth of learning. History is usually taught in six-week blocks, with one block per term.

Our curriculum is structured around key historical periods and themes, complemented by chronological understanding. We also make connections to other subject areas, where appropriate, to deepen pupils' understanding of the historical context.

Teachers receive timely subject development training in order to strengthen their substantive and disciplinary knowledge aligned to our curriculum.

Sequencing and progression

Our curriculum is carefully sequenced, with each year building upon prior knowledge, skills, and understanding, while introducing new and challenging concepts. We place particular emphasis on developing a chronological framework, enabling our pupils to understand the progression of historical events and their significance. We incorporate local history and British history within this broader framework to help pupils develop a sense of their heritage and place in society.

Historical development begins in preschool at Eye CE Primary School. Here, we have mapped out the stepping-stones that are required to be introduced here and which then extend into EYFS.

We have also liaised with our main secondary school to consider how the history learning in KS1 and KS2 will progress into KS3.

Overview of learning blocks in KS1 & KS2 (Aut/Spr/Sum):

Year 1	History of shopping (within living memory)	History of transport	History of communication
Year 2	The Great Fire of London	History of nursing	History of Peterborough
Year 3	The Stone Age, the Bronze Age, the Iron Age and the transition to agriculture	Ancient Egypt	The Ancient Civilisations of Sumer, the Indus Valley and Shang Dynasty China
Year 4	Ancient Greece	Ancient Rome and Roman Britain	The Anglo-Saxons, the Vikings and the Norman Conquest
Year 5	Early Islamic civilisation	The kingdom of Benin	The Tudors
Year 6	The Industrial Revolution and the Victorians	World War 2	Civil rights and human rights icons

Each learning block is driven by an enquiry question, which pupils will have the opportunity to gather evidence towards each lesson in order to be able to answer at the end of the unit.

Quality resources and experiences

We provide high-quality resources, including primary and secondary sources, artifacts, and online materials, to enrich pupils' learning experiences. We also organise educational visits to historical sites, museums, and workshops, where feasible, to

deepen their understanding of historical concepts within real-world contexts. These experiences are carefully planned to support learning objectives and reinforce classroom-based learning.

Promoting critical thinking and historical skills

We actively cultivate critical thinking skills throughout our history curriculum. Activities such as analysing sources, evaluating interpretations, and questioning historical evidence are embedded within lessons to develop pupils' ability to think critically and make informed judgments. We encourage pupils to develop their own historical lines of inquiry, investigate historical puzzles, and develop historical arguments based on evidence, promoting independent and analytical thinking.

Inclusive approaches and cross-cultural understanding

Recognising the diverse backgrounds of our pupils, we integrate inclusive approaches that ensure history lessons are accessible, relevant, and engaging for all. We celebrate and value the diversity of historical characters, perspectives, and achievements to help foster a sense of belonging and promote cross-cultural understanding. We provide opportunities for pupils to explore diverse historical narratives, challenging stereotypes and encouraging empathy and respect.

Outcomes

The impact of our history curriculum is evidenced by the knowledge, skills, and attitudes developed by our pupils. Through our intent and implementation, we strive to enable our pupils to:

- Acquire a secure knowledge of key historical events, people, and societies
- Demonstrate a deep understanding of historical concepts, such as cause and consequence, change and continuity, interpretation, and significance
- Think critically about historical evidence, evaluating sources and making reasoned judgments
- Develop excellent communication skills, including the ability to explain complex historical ideas, articulate opinions, and construct persuasive arguments
- Exhibit a genuine enthusiasm for history, showing curiosity and a desire to learn more about the past
- Feel a connection to their local, national, and global heritage, developing a sense of belonging and cultural identity
- Demonstrate respect and empathy towards diverse historical narratives, challenging stereotypes and fostering cross-cultural understanding
- Achieve well in historical assessments, demonstrating their knowledge and skills acquired throughout their primary education

Through regular formative assessment, tracking pupil progress, and gathering feedback from stakeholders, we evaluate the impact of our curriculum and make continuous improvements to ensure our pupils receive an excellent history education.

Alignment with our vision and values

A comprehensive history education at Eye CE Primary School contributes to the holistic development of our pupils with our vision of excellence: we are constantly 'Learning and Growing Together for Life in All its Fullness'. We are driven and inspired by Jesus' words: "I came to give life, life in all its fullness" (John 10:10), where we have high aspirations for every member of our school community to GROW and flourish as children of God, prepared for an undetermined future and equipped with opportunities and experiences to have fullness of life, through Jesus.

Understanding Human Experiences: History provides students with a window into the lives, experiences, and cultures of people from the past. By studying history, pupils can gain a deeper appreciation for the diversity of human experiences and the challenges people have faced throughout history. This understanding can foster empathy and a broader perspective, contributing to a richer and more compassionate life.

Learning from the Past: The study of history allows pupils to learn from the successes and failures of those who came before them. By examining historical events, decisions, and their consequences, students can develop critical thinking skills and better decision-making abilities. This knowledge can empower individuals to make informed choices and avoid repeating the mistakes of the past, leading to a more fulfilling and purposeful life.

Cultural Awareness and Identity: History plays a crucial role in shaping a person's cultural identity. By exploring their own cultural heritage and the histories of other cultures, pupils can gain a sense of belonging and connection to the world. This sense of cultural awareness and identity contributes to a more meaningful and enriched life.

Sense of Continuity and Change: History helps pupils appreciate the continuum of time and change. It shows how societies, technologies, and ideas evolve over time. Understanding this concept can lead to a deeper appreciation for the dynamic nature of life and a willingness to adapt and embrace change. It can also help pupils see their place in the grand sweep of history, which can be both humbling and inspiring.

Critical Thinking and Analytical Skills: The study of history encourages critical thinking, analytical skills, and the ability to evaluate sources and evidence. These skills are not

only valuable in historical contexts but are also applicable to many aspects of life, such as problem solving, decision-making, and understanding complex issues.

Appreciating the Importance of Values and Ethics: History often presents students with moral and ethical dilemmas from the past. Analysing these dilemmas and the choices people made can foster a strong sense of values and ethics. Understanding the importance of values and ethical principles can guide individuals in living a life that is morally fulfilling.

Therefore, the study of history at Eye CE Primary helps pupils to develop a broader perspective, critical thinking skills, cultural awareness, a sense of identity, and an appreciation for the richness and complexities of human existence. This, in turn, can contribute to a more meaningful and fulfilling life, aligning with our vision of having "life in all its fullness" (John 10:10).

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