



HISTORY AT RYEFIELD



CONTENT & SEQUENCING



BIG IDEAS

In History, our big idea is **Migration and Diversity**. The U.K. has been an island that has attracted migration for centuries (the Vikings, the Anglo Saxons, the Reformation, the British Empire and the Industrial Revolution etc.).

Migration has influenced Britain's economy, politics, culture and relationship with the wider world. Diversity is the result of migration in our society.

Diversity not only represents our school but also our country as a whole. We celebrate difference and the contributions that migrants have made to our country and it's history.

Our history topics will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. We want pupils to be curious about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

History helps pupils to understand how people used to live, how things change over time, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
1		Gunpowder plot		Toys: Past and Present		Seaside holidays in the past
2	Monarchs			Great Fire of London		Ancient Egypt: Life after Death
3	Stone Age to Iron Age			Ancient Greece		Windrush
4	Roman's: Boudicca's Rebellion		Anglo-Saxons		Vikings	
5		1066: Norman Conquest		Henry VIII: Break from Rome		Suffragette Movement
6			World War II	Rebuilding Britain cc Geography		Ancient Egypt



RETRIEVAL PRACTICE

History & Geography books have been specifically designed to meet the needs of a changing curriculum, support subject-specific information and assist teachers in matching content to the needs of the cohort. The books are organised in the following order:

- a splash page and pre-unit assessment,
- a knowledge organiser,
- national curriculum statements,
- a mind map,
- an image to prompt boxed thinking,
- a post-unit assessment, and
- 'show what you know boxes': opportunities for pupils to individually recall information and transfer that learning to other topics and concepts.



STRONG LINKS WITH GEOGRAPHY

Topics such as Ancient Egypt and Ancient Greece require pupils to acknowledge the geographical position of these nations in the world. Pupil use atlases to note the locations of the above together whilst conducting research about their climates, to assist with making links with the country's culture. Likewise, topics such as the Vikings, require the children to plot the route of migration from start to finish on a map. This links with map skills and enhances the pupils knowledge of the positioning of countries and continents throughout the world.

N.B Pupils alternate studying Geography or History each half term.



PROGRESS

Formative assessment takes place during the lesson and feedback and next steps are provided either verbally or via written comments. Furthermore, pupils complete a pre and post unit assessment to inform teacher judgement.

Through a combination of formative and summative assessment a holistic understanding of pupil achievement is formed



SUPPORT

Quality first teaching seeks to ensure that the pupils receive the support and guidance needed in class. A positive mind-set is encouraged as children can underperform in Science because they think that they either 'can't do it', or are not naturally good at it.

Additional materials, such as knowledge organisers, knowledge markers, mind mapping and the use of cooperative learning strategies ensure that pupils are engaged in their learning.