

History Scheme of Work

The Curriculum

The curriculum has been developed by using and widening the National Curriculum in order to produce a broad and balanced progressive, sequential long term plan with consideration of the local area and resource. All aspects of which comply with legislation and national guidance, this includes the teaching of Careers Education, Information, Advice and Guidance (CEIAG) across school.

History

The **intent** of our History curriculum is to deliver a curriculum which is accessible to all and will inspire **happy confident independent learners** who are **prepared for adulthood**. As a result of this they will:

- Increase and develop their historical skills, concepts, knowledge and attitudes.
- Increase their understanding of the present in the context of the past.
- Develop and use their skills in enquiry, analysis, evaluation, and argument.
- Develop their interest in the past, arousing their curiosity and motivation to learn.
- Develop a sense of identity through learning about the past.

From the long term plan a scheme of work has been produced and **implemented** which has high and equal aspirations for all learners and incorporates:

- **PFA links**
- **Cultural Capital links**
- **Reading opportunities**
- **Key Vocabulary**
- **Planned differentiation, Resource, Support or activity**

Class groups are based upon English ability; therefore, each history group has a wide range of abilities. With this in mind, each unit planned has a set of progressive and sequenced skills and knowledge objectives at three levels - **stone age, bronze age, iron age**. This allows us to differentiate, challenge and extend all of our students in each class no matter their ability.

Long Term History plan

The curriculum that is in place is based upon two things:

- 1) History activities that lead to achieving **the school's intent** - to deliver a curriculum which is accessible to all and will inspire **happy, confident, independent learners who are prepared for adulthood**.
- 2) History that is relevant, usable and **supports individual learning needs** of students at Epinay School.

In order for us to achieve this, we have based our scheme of work on the following **3 Key statements** across the academic year.

1. To be able to take into account a variety of historical information to make decisions that will have a positive effect on their lives.
2. To understand how significant people, events and countries have made an impact upon the world in which they live.
3. To become responsible citizens making a positive contribution to their community.

At Epinay school there are a range of students with complex needs. 100% of students are diagnosed as having a learning difficulty/disability, within this a large % of students are diagnosed as having ASD, MLD and SLD (May, 2022). These developmental disabilities can cause significant social, communication and behavioural challenges. They affect how a person acts and interacts with others, communicates, and learns.

For this reason, historical learning activities have been carefully chosen to reflect this. students generally have difficulties in the following areas:

- Processing information – chronological understanding of past and present.
- Knowledge and understanding of the past – historical interpretations and investigations of the past.
- Cause and effect - understanding the implications of people's/countries actions.

The scheme of work has been designed to ensure students can develop these areas, whilst also ensuring that History at Epinay is inclusive for all learners, and that they can take part in all lessons with a varied degree of differentiation and support.

A rationale as to why each element of history is included, whilst also looking at progression of skills and knowledge throughout each phase. We are mindful that in mixed ability classes there are students of varying abilities in history, therefore students will progress through the skills and knowledge at an appropriate and challenging pace, with the overall intent being that they are working towards the 3 key history statements and are ultimately prepared for accreditation at phase 4 and on into adulthood.

Progression of skills and knowledge




Phase 1 - Students work towards meeting phase 1 targets based on child initiated learning and good practice.

Phase 2 & 3 - Students build on the skills and knowledge gained in phase 1 and work through progressive objectives

Topics

	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7	Class 8	Class 9
Autumn	My Family	WW2	WW1	Victorian students	Wives of Henry VIII	Life in Tudor Times	Travel and Transport: Railways	Holocaust	Kindertransport
Spring	Our Royal Family	Grace Darling/ Lifeboats (William Wouldhave)	Florence Nightingale	Great Explorers Captain Cook	Crime and Punishment/ William Jopling	The Great Fire of London Samuel Pepys	Coal Mining 1750 - 1900 Davy Lamp (Humphry Davy)	Coal Mining 1900 to modern day Arthur Scargill/ Margaret Thatcher	Jarrow March/ MP Ellen Wilkinson
Summer	My School	Vikings	Anglo Saxons	Romans	Ancient Greece	Ancient Egypt	Indus Valley civilisation	British Empire in India	The impact of music on youth culture

Knowledge and skills within the history scheme of work are closely matched to 3 key outcomes and are delivered on a termly basis through specific topic areas. Historical enquiry, communicating ideas in history and using, understanding and interpreting sources of evidence are taught in all terms and through all topic areas as follows:

Stone Age 	Bronze Age 	Iron Age 
<p>Using, understanding and interpreting sources of evidence: Communicating ideas in history</p> <p>1.Students begin to ask and answer simple questions about the past.</p> <p>2.Students begin to use simple historical terms.</p>	<p>Using, understanding and interpreting sources of evidence: Communicating ideas in history</p> <p>1.Students ask historically valid questions</p> <p>2.Students use a variety of historical terms and concepts.</p>	<p>Using, understanding and interpreting sources of evidence: Communicating ideas in history</p> <p>1.Students ask historically valid questions and choose relevant ways to communicate findings.</p> <p>2. Students use relevant and appropriate historical terms and vocabulary linked to chronology.</p>

<p>3 Students can pick out information about the past from sources like pictures, objects and stories</p> <p>4.Students can begin to talk about some of the different ways that the past is recorded/represented (They can name some things which tell us about the past)</p> <p>5.Students can talk, draw and write to communicate their ideas in history.</p>	<p>3.Students can use information from more than one source in their answers.</p> <p>4. Students can say which source materials (from a selection) are likely to be the most useful for a task.</p> <p>5.Students can make labelled drawings, tables and write sentences, speak (including in drama) and use ICT to communicate their ideas in history</p>	<p>3.Students can compare different sources of evidence about a person, object, event or change in history and point out some similarities and differences.</p> <p>4. Students can identify primary and secondary sources of evidence.</p> <p>5.Students can present their findings about the past using: speaking, writing, maths (data handling), ICT, drama and drawing skills to communicate their ideas in history.</p>
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History Scheme of Work



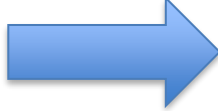
How has British society been affected in the past? Autumn Term

Rationale: Benefits for our students are:

- To understand key historical events which have impacted on British society throughout the years.
- To understand personal responsibility and accountability.
- To gain an understanding of right and wrong within societies.
- To develop an understanding of the consequences of actions.

The objectives that students meet are logged electronically. Termly progress data is collected, analysed and reported on.

<p>Planned PFA Links/SMSC</p>	<p>Invite parents/carers and other family members in to talk about the jobs that they do. Invite officers from the local Air, Sea and Army cadets to inform students of the opportunities and experiences they can get from being a member of their organisation. Invite representatives from Nexus to discuss safe use of railways. Visits to Sunderland Air Museum (WW2 section), To visit South Shields museum to see the exhibition of WW1. To visit commemorative artwork (Sculptures). Tommy at Seaham. John Kirkpatrick at South Shields, Hartlepool Battery, Newcastle Reform Synagogue, To visit National Trust Washington Old Hall, Bessie Surtees House in Newcastle (English Heritage), Visit Beamish museum.</p>
<p>Planned Active Learning</p>	<p>Phase 2 WW2- Children put key events from World War Two into chronological order, then use their Enrich school orienteering maps to locate control points and check their answers using the control markers. Children are in teams. They use their orienteering maps to visit a series of control points and collect a ration coupon at each one. Each team then decides which foods they would spend their ration coupons on. Children complete an interactive quiz on WW2. They answer multiple choice questions, then use their orienteering map to visit control points and check each answer by looking for a specified letter on the control marker. WW1 -Children complete an interactive quiz on WW1. They answer multiple choice questions, then use their orienteering map to visit control points and check each answer by looking for a specified letter on the control marker Tudors - Children complete an interactive quiz on the Tudors. They answer multiple choice questions, then use their orienteering map to visit control points and check each answer by looking for a specified letter on the control marker. Victorians - Children complete an interactive quiz on Victorian Britain. They answer multiple choice questions, then use their orienteering map to visit control points and check each answer by looking for a specified letter on the control marker Timelines or pictures can be made incorporated into a QR code and students to scan code and then place dates in order or identify key images for all topics on a pre made recording sheet.</p> <p>Phase 3 Timelines or pictures can be made incorporated into a QR code and students to scan code and then place dates in order or identify key images for all topics on a pre made recording sheet. Holocaust Key dates to be loaded onto a student sheet and students work their way around marker points to find the information. Tear off strip to match in class. Kinder transport Images relating to kinder transport to be uploaded onto a QR code. Students can follow marker points and scan QR code to get information relating to kinder transport.</p>

<p>Planned Reading Opportunities</p>	<p>The Donkey of Gallipoli, Goodnight Mr Tom, Horrible Histories, Where the Poppies Now Grow (Hilary Robinson and Martin Impey), Street Child (Berlie Doherty) extracts from related materials.</p> <p>To identify reading opportunities linked to the school reading spine; Pie Corbett which draws upon comprehension, a love of reading and subject knowledge links.</p>		
<p>Planned Key Vocabulary - Subject specific</p>	<p>Past, present, sequence, chronology, year, decade, century, era, impact, research, evidence, fact, fiction, opinion, source, artefact, experts, significant, recent, lifetime, family, Air-raid, Blitz, Blackout, Air Raid warden, Great Britain, France, Germany, allies, front line, armistice, John Kirkpatrick, Gallipoli, Queen Victoria, Victorian, British Empire, writing slate, cane, orphan, maid, workhouse, Henry VIII, Catherine of Aragon, Anne Boleyn, Jane Seymour, Anne of Cleves, Kathryn Howard, Katherine Parr, marriage, Tudors, Rich, Poor, Inventory, Explorers, Exploration, railways, trains, trams, ferries, cars, aeroplanes, travel, transport, metro</p>		
<p>Stone Age</p> 	<p>Bronze Age</p> 	<p>Iron Age</p> 	
<p>How has British society been affected in the past? Autumn</p>			
<p>1.Students can make some comments about things (features, events, people and themes) from the past.</p> <p>2.Students can sequence a few events or related objects of past events.</p> <p>3.Students can describe some people who had different experiences at the time they are learning about.</p>	<p>1. Students can talk or write about features, events, people and themes from the past, and they can include some details.</p> <p>2. Students can place events, objects, themes and people from a history topic on a timeline.</p> <p>3.Students can describe some similarities and differences between the ways of life of different people living at the time they are learning about.</p>	<p>1.Students can talk or write about the past, making some connections with features of other periods they have studied.</p> <p>2.Students can place historical periods they have studied as well as information about their topics on a timeline.</p> <p>3.Students can describe and suggest some reasons for similarities and differences in the period of history being taught.</p>	

4.Students can comment on a basic level what specific people did, what events happened and what happened as a result.	4.Students suggest why people did what they did and suggest reasons for the results of people's actions and events.	4.Students can rationalise using prior knowledge when giving reasons for and results of historic events, situations and changes.
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History Scheme of Work

Significant people **Spring Term**




Rationale: Benefits for our students are:

- To take advantage of the North East's rich historical background and for students to appreciate its importance.
- To show students that individuals can make a significant impact upon people's lives locally and globally and to inspire them.
- To demonstrate to students that the types of jobs change and that people need to adapt and be willing to change.
- To give students a lifelong passion for history and for them to seek out and visit places of historical and cultural importance.

The objectives that students meet are logged electronically. Termly progress data is collected, analysed and reported on.

Planned PFA Links/SMSC	<p>Invite parents/carers and grandparents in to talk about their memories of Royal marriages, divorces and deaths. Invite the RNLI in to discuss the skills and training they need to do their job. Invite members from the nursing/care profession to talk about their jobs. Invite ex-shipyard workers in to talk about how they had to change jobs and retrain. Work experience opportunities and encounters with professions related to the topic (Nursing, RNLI, Police, Fire brigade, shipyards and coal mining.) Visit to the Souter lighthouse. Visit William Wouldhave Memorial and Lifeboat. Visit to South Shields museum to see William Jobling exhibit/ South Shields Mariners Visit to Jarrow March sculpture. Visits to St Hilda's pithead. Whitburn coastal park. Beamish drift mine Visit Captain Cook museum/ Hartlepool marina</p>
Planned Active Learning	<u>Phase 2</u>

	<p>Royal family - Children are in teams. There is a set of English or British king or queen cards for each team, with a fact card for each one. Teams collect their cards in a relay race and put them into chronological order</p> <p>Great Fire of London Children complete an interactive quiz on the Great Fire of London. They answer multiple choice questions, then use their orienteering map to visit control points and check each answer by looking for a specified letter on the control marker.</p> <p>Timelines or pictures can be made incorporated into a QR code and students to scan code and then place dates in order or identify key images for all topics on a pre made recording sheet.</p> <p>Phase 3</p> <p>Timelines or pictures can be made incorporated into a QR code and students to scan code and then place dates in order or identify key images for all topics on a pre made recording sheet.</p> <p>Coalmining</p> <p>Names of local pits with only initial letters on to be given to students with a cryptic clue as to where the answer is. Students then go to the marker points and scan the QR code to reveal the image of the pit. They then fill in the name of the pit.</p> <p>Students are given a sheet with images of equipment on. Students then work in teams to go and find the names of the pieces of equipment. Timed exercise.</p>
<p>Planned Reading Opportunities</p>	<p>The Story of Grace Darling - Puffin Books, Grace Darling - Collins Big Cat. Grace Darling - the Lighthouse Keeper's Daughter - Scholastic. Florence Nightingale - Usbourne Books. Horrible Histories, extracts from related materials.</p> <p>To identify reading opportunities linked to the school reading spine; Pie Corbett which draws upon comprehension, a love of reading and subject knowledge links.</p>
<p>Planned Key Vocabulary - Subject specific</p>	<p>Past, present, sequence, chronology, year, decade, century, era, impact, research, evidence, fact, fiction, opinion, source, artefact, experts, significant , recent ,lifetime, majesty</p> <p>Palace, Highness, Queen Elizabeth, Prince Philip, King, Princess, Jubilee, reign, crown, heir, throne, Grace Darling, William Wouldhave, Farne Islands, survivor, heroine, rescue, lifeboats, lighthouse, Florence Nightingale, Italy, hospital, hygiene, nurse, medicine, disease, Captain James Cook, Navigate, map, expedition, exploration, crime, punishment, deter, judge, jury, Samuel Pepys, diary, London, River Thames, Fire, fireman, Jarrow, House of Parliament, Ellen Wilkinson, march, government, mining, coal miner, danger, coal, explosion, accident, strike.</p>

<p style="text-align: center;">Stone Age</p> 	<p style="text-align: center;">Bronze Age</p> 	<p style="text-align: center;">Iron Age</p> 
<p>Significant People - Spring Term</p>		
<p>1.Students can begin to recall the names of important people.</p> <p>2.Students can begin to recall simple facts about important people.</p> <p>3. Students can begin to order and sequence some familiar events and objects.</p> <p>4. Students can identify key historical figures who have impacted the local area</p>	<p>1.Students can suggest which people were historically important and offer reasons why.</p> <p>2.Students can link facts to events and identify reasons for people's actions.</p> <p>3. Students can order and sequence events and objects from periods in history.</p> <p>4. Students can discuss the impact of key historical figures on the local area</p>	<p>1.Students can suggest which people are significantly important and reflect on their impact.</p> <p>2.Students can recognise why people did things and what happened as a result of their actions.</p> <p>3.Students can use dates and historical terms when ordering events and objects.</p> <p>4. Students can summarise the impact of a key historical figures on the local area and discuss if they had positive or negative contribution/changes</p>

History Scheme of Work




Civilisations/Countries influence on Britain and the world - Summer Term

Rationale: Benefits for our students are:

- To take advantage of the North East's rich historical background and for students to appreciate its importance.
- To show students that countries/civilisations have made a significant impact upon societies locally, nationally and internationally.
- To inspire students to travel and visit places of historical and cultural interest locally, nationally and internationally.
- To give students an understanding that not one country or civilization is a dominant force forever.

The objectives that students meet are logged electronically. Termly progress data is collected, analysed and reported on.

<p>Planned PFA Links/SMSC</p>	<p>Work experience opportunities and encounters with professions related to topic Look at the jobs and careers of modern “influencers”. How can people make a career from youtube, Instagram, TikTok Visits from the local Sikh, Hindhu and Bangladeshi business community Roles involved with travel. Discussion about trade links Visit to Jorvik Viking centre in York, Jarrow Hall, Arbeia South Shields to do Timequest archaeology dig. Hadrian’s Wall and Segedunum, Hancock museum, Penshaw monument, Mosque, Sikh Gurdwara, Beamish</p>
<p>Planned Active Learning</p>	<p>Phase 2 Vikings - Children use their orienteering map to visit a series of control points and use specified letters to identify the name of a British town. They then decide if each one was a Viking town Children complete an interactive quiz on the Vikings. They answer multiple choice questions, then use their orienteering map to visit control points and check each answer by looking for a specified letter on the control marker Romans - Children use their orienteering map to visit a series of control points, each of which is linked to the name of a British town or city. They use the specified letter from the marker to identify the Roman name for the town or city Children put key events in Roman Britain into chronological order, then use their Enrich school orienteering maps to locate control points and check their answers using the control markers. The Activity Sheet has a list of Roman soldiers’ equipment, each of which is linked to a control point. Children visit the control point and use a specified letter from the control marker to identify the Latin name for the piece of equipment. Children complete an interactive quiz on Roman Britain. They answer multiple choice questions, then use their orienteering map to visit control points and check each answer by looking for a specified letter on the control marker. Ancient Greece - On their Activity Sheet, children have to link a character from the Greek Myths to a clue about them, then use their orienteering map to visit control points and check each answer by looking for a specified letter on the control marker. On their Activity Sheet, children have to link gods and goddesses of Ancient Greece to clues about them, then use their orienteering map to visit control points and check each answer by looking for a specified letter on the control marker Children complete an interactive quiz on Ancient Greece. They answer multiple choice questions, then use their orienteering map to visit control points and check each answer by looking for a specified letter on the control marker. Anglo Saxon - Children visit orienteering control points and use the letters from the control markers to spell the names of Anglo Saxon Gods and Goddesses. They have to link each one with the name of a day of the week Ancient Egypt - Children complete an interactive quiz on Ancient Egypt. They answer multiple choice questions, then use their orienteering map to visit control points and check each answer by looking for a specified letter on the control marker Timelines or pictures can be made incorporated into a QR code and students to scan code and then place dates in order or identify key images for all topics on a pre made recording sheet.</p>

	<p>Phase 3 Timelines or pictures can be made incorporated into a QR code and students to scan code and then place dates in order or identify key images for all topics on a pre made recording sheet.</p> <p>British Empire Key events to be loaded onto a QR code and placed onto markers. Students then use their worksheet and scan code to match information and key dates. Students to be given a blank map of the world (HA) - LA initial letter to be placed on the country, students then go to key marker points that are identified on their sheet . Scan QR code and it will give you a country that was in the British Empire. Students then mark it on their map.</p>		
<p>Planned Reading Opportunities</p>	<p>Information leaflets/ pamphlets from places visited, Horrible Histories, extracts from related materials.</p> <p>To identify reading opportunities linked to the school reading spine; Pie Corbett which draws upon comprehension, a love of reading and subject knowledge links.</p>		
<p>Planned Key Vocabulary - Subject specific</p>	<p>Past, present, sequence, chronology, year, decade, century, era, impact, research , evidence , fact, fiction, opinion, source, artefact, experts, significant , recent, lifetime, Epinay, school, classroom, teacher, chalk, blackboard, whiteboard, Interactive, assemblies, invade, Angles, Saxons, raid, trade, Vikings, Longboat, Invade, Settle, Jorvik, York, Rome, Roman, Empire Centurion, legion, invasion, conquest, Julius Caesar, Boudicca, Greek, Greece, city state, Athens, Sparta, democracy, ancient, Egypt, River Nile, pyramids, tomb, mummy, mummification, Tutankhamun, India, Pakistan, Bangladesh, Indus Valley, civilisation, rise, decline, trade, rock and roll, teenager, juvenile, delinquent, rebel, youth, culture, fashion, mainstream</p>		
<p style="text-align: center;">Stone Age</p> 	<p style="text-align: center;">Bronze Age</p> 	<p style="text-align: center;">Iron Age</p> 	
<p>How have different civilisations and countries influenced Britain and the world? Summer Term</p>			
<p>1.Students can talk about how a country or 'people' can change things.</p>	<p>1. Students can give some examples of how a country or people have had an effect on other places.</p>	<p>1.Students can explain their suggestions when giving reasons for and results of historical events, situations and changes.</p>	

<p>2. Students can use simple terms about the passing of time correctly.</p> <p>3. Students can begin to recall the names of important countries and civilisations.</p> <p>4. Students can point out things which are the same or different to now in the period they are studying.</p>	<p>2. Students can use common words and phrases concerned with the passing of time correctly.</p> <p>3. Students can suggest which countries and civilisations were historically important and offer reasons why.</p> <p>4. Students can describe changes within and between periods and societies they have learned about.</p>	<p>2. Students can use a variety of historical vocabulary and understand more complex terms such as: "BC"/"BCE", "AD"/"CE".</p> <p>3. Students can suggest which countries and civilisations are significantly important and reflect on their impact</p> <p>4. Students can describe and make some links between events, situations and changes within and between different periods and societies.</p>
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