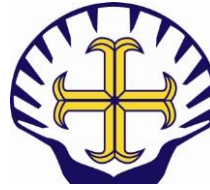


Emmaus Primary School

Church of England and Catholic
Primary School

Travelling together with Jesus



History Policy

Intent

At Emmaus, we are all historians! Our intent is to ignite a passion for History; to equip our children with the knowledge, skills and understanding to become the next generation of historians! We encourage children to be curious and excited to learn about Britain's past and that of the wider world and understand that History could also shape their future. A high-quality History curriculum encompasses topics which aim to foster awe and wonder and drive children to ask questions linked to the period of time they are studying. Through our teaching of History, we aim to equip children with both the tools and confidence to ask perceptive questions, reflect critically, challenge viewpoints and develop their own judgements based on historical evidence.

In order to provide a range of opportunities for our children to develop as independent, successful learners with high aspirations, our History curriculum is also intrinsically linked to our whole school curriculum drivers:

- Gospel Values
- Cultural Capital
- Diversity
- Independence
- High expectations

Gospel Values

As a joint denominational school, Christian values are at the forefront of daily school life at Emmaus. The values of 'Hope', 'Trust', 'Friendship' and 'Love' are actively promoted throughout History lessons. During lessons, the children are encouraged to reflect on their own values that inform their perspectives about life in both the past and the present. They are encouraged to show respect for different people's faiths, experiences, feelings and principles.

Cultural Capital

At Emmaus, we believe that a rich and broad curriculum builds cultural capital and we thus provide our children with a vast range of experiences and opportunities to help them progress and achieve success. Visits to historical sites (both locally and abroad), themed History days, drama workshops, History Ambassador representatives, assemblies and visitors, for example, further enrich the children's learning by enabling History to 'come alive'.

Diversity

At Emmaus, we understand the importance of developing a curriculum that is diverse, allowing the children to expand their knowledge and understanding of many different identities in a manner appropriate to the subject matter being taught. The children study a range of diverse historical figures – such as Neil Armstrong, Mary Seacole, Anne Frank, Christopher Columbus, Florence Nightingale, Olaudah Equiano and John Lennon - that represent an array of genders, cultures, social classes and religions.

Independence

Our History curriculum heavily promotes independent learning. The children are encouraged to think historically, to ask their own questions and explore for themselves. They are encouraged to express their own findings freely via the use of open-ended questions and historical enquiries, drawing upon the evidence.

High Expectations

In line with all areas of our school curriculum, we have high expectations for all children to achieve their potential in History - regardless of their starting points. The History curriculum and assessment system at Emmaus is developed to ensure that we motivate pupils, monitor progress and achieve consistently high standards. There are high expectations for children to use appropriate historical vocabulary to articulate their thoughts and ideas.

Implementation

At Emmaus, we use a topic-based approach to develop historical skills and to encourage children to work as historians. We intend for our children to learn about History in an active and creative way. Our aims are to fulfil the requirements of the National Curriculum for History; providing a broad and balanced curriculum that encompasses the British Values throughout; ensuring the development of historical concepts, knowledge and skills; and for the children to study life in the past.

The National Curriculum for History aims to ensure that all pupils:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations

of the past have been constructed.

Topic areas that we undertake to ensure coverage of the National Curriculum objectives:

KS1:

Year 1:

- Changes within living memory (*Old and new toys*).
- Significant historical events, people and places in their own locality (*Study of how Liverpool transport has changed over time*).
- Lives of significant individuals who have contributed to national and international achievements (*Neil Armstrong compared to Christopher Columbus*).

Year 2:

- Lives of significant individuals who have contributed to national and international achievements (*Florence Nightingale*).
- Significant historical events, people and places in their own locality (*Noel Chavasse*).
- Events beyond living memory (*Great Fire of London*).
- Significant events, people and places in their own locality / Lives of significant individuals who have contributed to national and international achievements (*Mersey beat / The Beatles / John Lennon Airport*).
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KS2:

Year 3:

Opening Worlds Humanities Curriculum

(Year 3 only in 2021-22, rolling scheme):

- The achievements of the earliest civilisations:
(*Ancient Egypt / Cradles of Civilisation / The Indus Valley Civilisation / Alexander the Great*).
- Greek Life – A study of Greek life and their achievements and their influence on the Western world (*Persia and Greece / Ancient Greece*).

Year 4:

- A study of Greek life and their achievements and their influence on the Western world (*Ancient Greeks*).
- A local History study - How aspects of national history are reflected in our locality (*Victorian Liverpool*).
- Britain's settlement by the Anglo-Saxons and Scots (*Anglo Saxons and Scots*).

Year 5:

- The achievements of the earliest civilisations (*Ancient Egypt*).
- A theme in British history that extends pupils' chronological knowledge beyond 1066 (*World War One*).
- The Viking and Anglo-Saxon struggle for the kingdom of England to the

time of Edward the Confessor (*Vikings and Anglo-Saxons*).

Year 6:

- A theme in British history that extends pupils' chronological knowledge beyond 1066 / A local History study (*World War Two – Liverpool at War*).
- A non-European society that provides contrasts with British history (*Mayan Civilization*).
- A local History Study - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality (*Liverpool and the Transatlantic Slave Trade*).

Through our carefully designed curriculum, the History topics will help children to gain an understanding of the complexity of people's lives and the process of change; as well as their own identity and the challenges of their time. This will be done by using a range of resources that will bring history to life and include photographs, diaries, newspaper articles, music and handling real artifacts from the past. Excursions and visiting experts will enhance the learning experience.

Teachers have identified the key knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout each year group across the school. By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece and the Mayans.

Impact

The impact of our History curriculum is measured through a range of different strategies:

- Data which is produced from on-going teacher assessments
- Lesson observations
- Monitoring of History books
- Learning walks
- History Ambassadors
- Pupil voice

The ultimate impact and measure of the History curriculum at Emmaus is to ensure that our children are equipped with historical skills, knowledge and understanding that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world. Outcomes in History books evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge. We want the children to have thoroughly enjoyed learning about History, therefore encouraging them to undertake new life experiences - both immediate and in the future.

Curriculum Planning of History

At Emmaus, we have created a History curriculum which is designed with our children at the very core. Our long-, medium- and short-term planning ensures full coverage of the National Curriculum objectives for this subject. History at Emmaus is taught in 'topics' over three half terms per year. At the beginning of each topic, children will assess their prior knowledge and outline areas for future learning. Careful planning enables children to develop knowledge, skills and understanding that are transferable to other curriculum areas and which can, and are, used to promote their spiritual, moral, social and cultural development.

Foundation Stage

History in the Foundation Stage is taught within the specific area of "Understanding the World". The children are supported in developing the knowledge, skills and understanding that helps them to make sense of the world around them.

The pupils are encouraged to talk about their families and past and present events in their lives. They begin to gain knowledge and understanding of the world through:

- Discussing events in the past and their own personal lives.
- Photographs/artefacts.
- Role play activities.
- Listening to stories and memories of older people.
- Sequencing events to gain a sense of time.

KS1

The National Curriculum at Key Stage 1 focuses on developing children's awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Children should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above, through teaching about the people, events and changes outlined below, teachers may introduce pupils to historical periods that they will study more fully at Key Stage 2.

Pupils should be taught about:

- 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.
- Significant historical events, people and places in their own locality.

KS2 (Years 4, 5 and 6)

The National Curriculum for History at Key Stage 2 should continue to allow children to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note similarities, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age.
- 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.
- A local history study.
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
- 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 Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.
- Ancient Greece – a study of Greek life and achievements and their influence on the western world.
- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

KS2 (Year 3)

Year 3 will be following the 'Opening Worlds' Humanities Curriculum for the 2021-22 academic year. This scheme will be expanded to other year groups, on a rolling basis.

Teaching and Learning Styles

At Emmaus, our principal aim is to develop the children's knowledge, skills and understanding in History and we use a variety of teaching and learning styles in our lessons to achieve this. We believe in whole-class teaching methods and combine these with knowledge and enquiry-based research activities.

The teaching and organisation of History will, where appropriate, be:

- Supported by educational visits and visitors to enhance learning.
- Include the use of a variety of primary and secondary sources, e.g. artefacts, adults talking about their own past, pictures, photographs and aerial photographs, newspapers, census

data and other written sources, video footage, educational broadcasts, music, maps, statistics and graphs.

- Involve an enquiry approach, with work organised around key historical questions.
- Include a practical approach with hands-on activities, role play and discussions.

We are aware that children have preferred styles of learning, and incorporate visual, auditory and kinaesthetic learning styles into our teaching. We encourage children to ask as well as answer questions. We offer them the opportunity to use a variety of data and we enable them to use ICT where this serves to enhance their learning. We encourage visitors to come into the school and talk about their experiences of places and events that have taken place in the past. Wherever possible, we involve the children in 'real' historical activities where we encourage them to question the validity of their sources and information.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

Contribution of History into other subjects

Through History, we can also:

- Improve pupils' skills in English, Maths and Computing.
- Develop pupils' thinking skills.
- Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues.
- Promote community cohesion.
- Develop investigative and problem-solving skills.

English

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Many of the texts that we use in Literacy lessons relate to the History topic being studied in class. Children develop their Literacy skills through composing/reading reports, letters, explanatory texts and taking part in debates of a historical nature.

Mathematics

History contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers and develop analytical skills e.g. analysing statistics and timelines. Children also have the opportunity to learn to interpret information presented in graphical or diagrammatic form.

Computing

Children use computing skills in History to promote their skills in data research and in presenting their own work. Where appropriate, children have the opportunity to use digital equipment to record data and use photographic images.

Personal, Social, Citizenship, Health and Emotional Education (PSCHE)

History contributes significantly to the teaching of Personal, Social, citizenship, Health and Emotional Education. Children develop self-confidence by having opportunities to explain their views on a number of historical issues and questions such as: 'What has society learnt from the past?' They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognise and challenge stereotypes and to appreciate that racism is an unacceptable and harmful aspect of society. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others. Thus, History in our school promotes the concept of positive citizenship and community cohesion with other communities on both a local to global scale.

Resources

There is a wide range of age-appropriate resources to support the teaching and learning of History, including the local area, across our school. We have a range of iPads and interactive boards to access the internet as a class. Educational visits are planned to enhance learning and give 'hands on' activity. People with an interest, or expertise, in a particular topic or area of history could be invited into school to work with the children. These might be parents, grandparents, other family members, neighbours or representatives of the local community.

Health and Safety

The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times.

All fieldwork trips must be carefully planned and organised with due consideration to agreed Emmaus guidelines. These guidelines must be followed without exception. All school visits must be agreed and approved in advance by the Head teacher, Mr Alan Williams.

Assessment and Recording

Staff use the school tracking system to monitor children's progress and attainments across History against the milestones for each year group. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible and marking work will be guided by the school's Marking Policy.

We do not carry out summative assessments for History. Children are assessed by formative means. At the end of a unit of work, teachers make a judgement as to whether the child has met, exceeded or is working towards the expectations of each individual unit. They record the information on our assessment tracking sheet and use the information to plan the future work of each child. These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. The teacher passes this information on to the next teacher at the end of each year.

We understand that not all children are working at the same level; therefore, tasks are differentiated accordingly. Class teachers deliver a differentiated curriculum to ensure that all children can access learning at a suitable and appropriate level. Class teachers also adapt planning to suit those with special educational needs and also to challenge those individuals who are on the school 'gifted and talented' register. Regardless of ability, all children are supported to ensure they achieve their potential.

Extra-curricular activities

Each class at Emmaus has an elected History Ambassador. They are responsible for:

- Leading history interviews and assemblies.
- Discuss their learning in history.
- Contributing ideas for projects.
- Attending meetings to discuss the strengths of our History curriculum and how we can improve our History curriculum further.

Our statement of SMSC

Through our varied curriculum our children will have...

- A sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.
- imagination and creativity in their learning.
- A willingness to reflect on their experiences.
- The ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives
- An understanding of the consequences of their actions.
- A willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively.
- A willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.

Date: -September 2023

Date of next review: - September 2024