

The Curriculum Intent and Implementation for History

'Small Village, Big Horizons'

On the Road to Emmaus – Luke 24: 13 – 35

Two travellers are transformed and enriched by sharing their journey with a guide.

Our distinctive Christian vision continues to underpin our aspiration to provide the highest educational standards possible in order to realise the potential of everyone in our school. The school has a clear Christian vision, which is rooted in our statement: Two travellers are transformed and enriched by sharing their journey with a guide. We view our work to be similar in making a difference to future lives. We travel together on our journey of transformation and commit our school to always being supportive, enriching and challenging.

Intent

History at The Emmaus Federation plans to give all students a broad and balanced view of the History of Britain and other societies and epochs. It is taught not just because it is a National Curriculum subject but because a study of history ensures children will develop a well-rounded knowledge of the past and its events, with an intention to improve every child's cultural capital, understanding of the world around them and of their own heritage. In our school the teaching of history inspires curiosity about the past and how it has shaped the world in which we live today. History teaching at The Emmaus Federation focuses on enabling children to think like historians. Our curriculum is planned to ensure historical knowledge is taught alongside the development of subject specific skills including chronology, interpretations of evidence, changes within a time and across time periods and cause and consequence.

The ambitions for our curriculum:

- **High aspirations permeate across the school.**
- **The school offers a host of cultural experiences and enrichment opportunities.**
- **Our pupils develop a love of life-long reading.**
- **British Values are an intrinsic part of the school.**

The study of history plays a key role in these ambitions as it offers pupils the ability to learn about different cultures and societies from the past and how we have learnt and benefitted from them, There is a clear focus on the exploration of British values and how the growth of democracy and respect for others have developed through the history of not only the United Kingdom but those countries and citizens of the Commonwealth and beyond who have had such a positive impact on our lives.

Our history teaching uses an enquiry process by asking and answering questions and using key vocabulary which shapes the learning and allows the pupils to learn for themselves.

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Examples of curriculum intent

<p>High aspirations</p>	<ul style="list-style-type: none"> • High standards of expectations which are the same as core subjects. • Knowledge organisers ensure children are clear about their learning and challenge permeates throughout all history teaching. • Questioning throughout the lesson that extend knowledge and tests for reliability. • Encourage children to embrace challenge, question themselves and enjoy working hard
<p>Cultural experiences and Enrichment</p>	<ul style="list-style-type: none"> • Links to virtual visits to local and national sites of historic importance • Visits to local areas of historic importance (Belvoir Castle, Guildhall, Lincoln Castle (places of worship) • Children watch video representations of key historical events to develop further understanding
<p>Life-long love of reading</p>	<ul style="list-style-type: none"> • A range of non-fiction texts including source materials used to interest and engage. • A range of historical fiction books linked to the topic used as the basis for class reading and for text-based writing.
<p>British Values</p> <ul style="list-style-type: none"> • Democracy • Rule of Law • Individual Liberty • Tolerance & Respect 	<ul style="list-style-type: none"> • Walls and Barricades- physical barriers including Hadrian’s Wall and the link to the end of Roman influence in Britain (studied previously) and social barriers including early anti-apartheid and racial discrimination (linked to British Values) following on from work in Anglo Saxon unit on invaders and settlers. • Pilgrim fathers-a local history topic which also develops children’s understanding of religious respect and tolerance. • Parliament and Power-extend children’s chronological understanding beyond 1066, considers the development of parliamentary democracy in Britain. • Crime and Punishment-links together the periods studied from Roman Britain through to the present day, looking at development of British Law and the judicial system.

Curriculum Knowledge

The history curriculum is carefully structured and sequenced to ensure coverage and progression as the children move through the school. The curriculum is broken down into knowledge building blocks and the knowledge is sequenced and then built upon over time: what has been taught before and what the pupils’ need to know to reach their end point - spiral progression. This is set out in more detail in our termly plans. The enquiry questions and the key vocabulary are implemented in our knowledge organisers and brought to life on working walls and within the learning objectives for the lesson.

There are specific curriculum areas of knowledge that build together to enable our children to become successful historians. These are:

1. A clear chronological structure

For younger pupils this covers changes within living memory, key events and significant individuals from the past and the history of these islands from the earliest times to the present day.

2. History across the wider world

This covers the nature of ancient civilisations, the expansion and dissolution of empires, features of past societies and some of the achievements and failures of mankind

3. Studies of historical threads over an extended period

This covers changes in aspects of social history, significant turning points in British history and the impact and legacy of different cultures on the present day. As part of the school focus on British Values, this also encompasses an understanding of the British values of democracy and respect for others and how these have developed through the history of the British Isles, the Commonwealth and the wider world.

4. Historical concepts and vocabulary

Understanding historical concepts such as continuity and change, cause and consequence, similarity and difference and key historical vocabulary such as empire, civilisation, parliament and peasants

5. Arguments and interpretations

Using the information gained from historical enquiries to consider contrasting viewpoints and interpretations, considering the application of this information in wider contexts and developing an understanding of the connectivity of ideas and events across the world.

Application of Knowledge

To enable our children to become successful historians, we have identified the application of knowledge that will be needed. The application of knowledge for each area of history studied is identified and this knowledge can then be applied across the whole of the curriculum so our children leave our school 'knowing more and being able to do more'. This is set out in more detail in our termly plans.

- **Investigation.**
- **Expression.**
- **Interpretation.**
- **Application.**
- **Analysis.**
- **Synthesis**
- **Evaluation**

INVESTIGATION – in history this includes:

- asking relevant questions.
- using a variety of sources to find out about events, people and changes.

EXPRESSION – in history this includes:

- the ability to recall, select and organise information.
- the ability to use key historical dates and vocabulary to describe and explain different periods in history.

INTERPRETATION – in history this includes:

- the ability to draw meaning from artefacts, works of art, relics and buildings.
- the ability to suggest meanings and draw conclusions from what they see.

APPLICATION – in history this includes:

- making the association between aspects of life in different societies,
- considering the impact of past events on the present

DISCERNMENT – in history this includes:

- explaining the importance of significant people and events from history.
- developing insight into people, motives, actions and consequences.
- seeing clearly for themselves how individuals might learn from the study of history.

ANALYSIS – in history this includes:

- distinguishing between opinion, belief and fact.
- distinguishing between the features of different periods of history nationally and internationally.

SYNTHESIS – in history this includes:

- linking significant periods of history together in a coherent pattern.
- connecting different aspects of life for people across different periods.

EVALUATION – in history this includes:

- the ability to evaluate an event of significance with reference to evidence and argument.
- weighing up the respective evidence available and reach conclusions.

Processes for Effective Learning in History

1. Identify questions.

These covers identifying questions and defining enquiries, using a range of methods, media and sources. It includes the skill of investigation.

2. Plan and carry out enquiries.

This includes carrying out and developing enquiries by gathering, comparing, interpreting. and analysing a range of information, ideas and viewpoints.

3. Present and explain findings.

This involves expressing and explaining ideas and feelings, suggesting interpretations of findings and analysing the range of information.

4. Empathise and reflect.

This involves using empathy, critical thought and reflection to consider their learning and how they feel about it.

5. Evaluate.

This involves evaluating their learning and considering how it might apply to their own lives.

The Daily Implementation of History at The Emmaus Federation

- History is taught on a weekly basis across the term. It is taught as a discrete subject, although links will be made with other subjects (for example art and DT) which will add to the children's historical understanding.
- Knowledge Organisers: Children have access to key knowledge, language and meanings to understand History and to use these skills across the curriculum.

- Working Walls: History Working Walls throughout school focus on key knowledge, vocabulary and questions and exemplify the terminology used throughout the teaching of History.
- Subject specific vocabulary: Identified through knowledge organisers and working walls and highlighted to the children at the beginning of and during lessons.
- EYFS: Reception children are given a secure grounding in the Prime Areas of learning, ensuring they have a good foundation on which to build through the specific areas, including understanding the World. Areas of provision are enhanced to ensure vocabulary understanding and extension, and develop understanding of the past, present and the difference between the two.
- Class timelines: Timelines are used to enable children to put new learning in the context of learning already covered.
- Books: Children will have access to a growing variety of subject specific fiction and non-fiction books, available in history lessons, other lessons and in the class book area. Wherever possible, text-based writing will link to the history being taught.
- Use of artefacts: Where possible we use artefacts for children to explore and investigate. We believe that handling real objects enhanced the children's historical knowledge, understanding and skills.
- Use of sources / bias: We aim for children to recognise that bias exists in some form in all historical sources, and this needs to be accounted for in their interpretation of evidence.
- Assessment: Class teachers assess children's understanding in History, and this is then recorded on Otrack. This data is then analysed to improve the children's learning in History.
- Consistent teaching sequence: History lessons will include a range of learning opportunities including putting the learning in the big picture, placing of the History being studied in the chronological context of previous learning, using timelines, a brief review of learning covered in previous lesson/s, specifying key vocabulary to be used and its meaning, conducting Historical enquiry using a variety of sources and / or artefacts, pupils interpreting their findings and communicating their historical knowledge and understanding appropriately, before evaluating their learning and comparing with other historical periods studied as appropriate.
- Learning environment: The learning environment is designed to ensure children develop their history knowledge and continue to know more and remember more. Working walls and timelines are key drivers to this, with teachers referring to them during lessons.
- Research: Children will be asked to research historical aspects of their learning independently. This allows the children to have ownership over their curriculum and lead their own learning in history.
- Basic skills -English, Maths and ICT skills are taught during discrete lessons but are revisited in history

that standards in writing in history are comparable with standards in English lessons.

- Cultural Capital - We plan visits, visitors and in-school WOW days to provide first-hand experiences for the children to support and develop their learning. We recognise that to have impact the planned cultural capital must be clearly linked to the statutory historical knowledge to be acquired and provide the opportunity for children to better understand the knowledge or apply what they already know.

Impact

Learning ABOUT history also enables learning FROM History. It will:

- ❖ Aim to develop increasingly critical and analytical thinkers.
- ❖ 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.
- ❖ Enable them to understand how the British Values of democracy and respect for others have developed through the history of the British Isles, Commonwealth and wider world.
- ❖ Develop a love of reading, through the use of historical and history-based texts, an understanding of British values, especially democracy and respect for others and a sense of cultural capital which places their historical knowledge in context.

- ❖ Children will know more, remember more and understand more about History.
- ❖ Children will understand and use the key skills of chronological understanding, Knowledge and understanding of events in the past, Historical interpretation, Historical enquiry and organisation and communication.
- ❖ The large majority of children will achieve age related expectations in History.
- ❖ As historians, children will learn lessons from history to influence the decisions they make in the future.