History Policy at Ellison Primary Academy

The Intent, implementation and Impact of our Curriculum – History.

At Ellison Primary Academy we shape our history curriculum to ensure it is fully inclusive to every child. Our aims are to fulfil the requirements of the National Curriculum for History; providing a broad, balanced and differentiated curriculum that encompasses the British Values throughout; ensuring the progressive development of historical concepts, knowledge and skills; and for the children to study life in the past.

Intent

At Ellison Primary Academy, we aim for a high quality history curriculum which should inspire in pupils a curiosity and fascination about the Britain's past and that of the wider world. History is about real people who lived, and real events which happened in the past. History is concerned with sequence, time and chronology and is the study of evidence about the past; it gives us a sense of identity, set within our social, political, cultural and economic relationships. History fires the children's curiosity about the past in Britain and the wider world and plays an essential part in preparing us for living and working in the contemporary world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, children develop a chronological framework for their knowledge of significant events. people and places. They see the diversity of human experience, and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values. In history, children find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and debate their point of view – skills that are prized in adult life.

Our teaching equips pupils with knowledge about the history of Britain and how it has influenced and been influenced by the wider world; know and understand about significant aspects of the history of the wider world like ancient civilisations and empires; changes in living memory and beyond living memory; learn about the lives of significant people of the past; understand the methods of historical enquiry and be able to ask and answer questions. We want our children to enjoy and love learning about history by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits.

Implementation

In ensuring high standards of teaching and learning in history, we implement a curriculum that is progressive throughout the whole school. History is taught as part of a half-termly or termly topic, focusing on knowledge and skills stated in the National Curriculum. At Ellison Primary Academy, we ensure that history has the same importance given to it as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences.

We use a progressive concept-based curriculum and ensure our units are planned to include specific key questions which are focussed upon factual, conceptual and debatable content. For further information on the key concepts in history at Ellison Primary Academy please view the key concepts document.

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 history lessons. We believe in whole-class teaching methods and combine these with enquiry-based research activities. .At Ellison Primary Academy we believe children learn best when:

- They have access to, and are able to handle artefacts
- They go on visits to museums and places of interest
- They have access to secondary sources such as books and photographs
- Visitors talk about personal experiences of the past
- They listen to and interact with stories from the past

- They undertake fieldwork by interviewing family and older friends about changes in their own and other people's lives
- They use drama and dance to act out historical events
- They are shown, or use independently, resources from the internet and videos
- They are able to use non-fiction books for research
- They are provided with opportunities to work independently or collaboratively, to ask as well as answer historical questions.

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 to have challenge and achieve.

The school uses a variety of teaching and learning styles in history lessons. Within each unit the children follow a curriculum road map that provides the steps to inspire curiosity and develop their knowledge and skills of the unit. Within the roadmap the children:

- Are introduced to the key question
- Look at the chronology of the unit and place on a timeline
- Apply their prior learning by creating a mind map which is added to as the children further their knowledge
- Add to the chronological display in their classroom that includes all prior units of study.
- Focus on the location in relation to Wolstanton and identify on the class map of Great Britain or World.
- Identify the significance of learning the unit in relation to themselves and our current society.
- Study the key concepts that allow them to investigate and understand the unit
- Extend their historical vocabulary as they learn the terminology
- Determine physical and human features, making links to their geography learning
- Answer the key question introduced at the beginning of the unit to create an exit task which may take on the form of a P4C discussion, world cloud, extended essay or hot seating.

- To become an effective historian, we believe children require the following key characteristics; taken from the Chris Quigley Essentials Curriculum.

Children develop;

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

Assessment in history can take on a variety of methods. This includes end of unit, exit tasks that strive to answer the key question stated at the beginning of the unit. The exit tasks may take on the form of a debate, word cloud, or character diary accounts etc... These carefully planned tasks will allow teachers to assess pupils understanding against Chris Quigley milestones and the National Curriculum.

Impact

The impact and measure of this is to ensure that children at Ellison Primary Academy are equipped with historical skills and knowledge that will enable them to be ready for the

curriculum at Key Stage 3 and for life as an adult in the wider world. With key concepts like chronology, continuity and change and significance taught and revisited over their journey at Ellison Primary Academy the children learn how to investigate and understand history and to begin thinking like historians. Carefully planned entry and exit tasks allow for formative and summative assessment of learning and provide the opportunity for children to demonstrate what they know. Exit tasks are often in the form of an extended essay, debatable question, or a reasoned response to a stimulus. This ensures that children are able to synthesis and elaborate on all of the knowledge that they have acquired throughout the teaching sequence, whilst also setting them up for success beyond the walls of Ellison Primary Academy.