



# HISTORY CURRICULUM POLICY

Approved by Full Governors on  
To be reviewed on or before  
Signed.....Chair of Governors  
Signed.....Headteacher

## School Aims

The aims of Eccleston Lane Ends and how to achieve these aims has been long established. They form part of ELE's **CURRICULUM INTENT**. The breadth and depth of the curriculum offer is underpinned by our school values (as well as fundamental British values). The curriculum has been designed to meet the needs of all of our learners and is bespoke to both the locality of our community as well as meeting national curriculum and EYFS requirements. The curriculum has been designed to ensure learning progression is carefully planned and as a result, pupils develop, master and retain key knowledge, skills and understanding through a range of subjects which connect learning together.

Our aims are that:-

- Instil our **B**ritish Values including diversity
- Develop **R**esilience & Resourcefulness
- Inspire critical thinking and **I**ndependence
- **C**reate articulate learners
- Build upon **K**nowledge & skills
- **S**upport well-being & health

We will achieve these aims by:-

- promoting positive attitudes such as cooperation, honesty, determination, kindness and respect for others; encouraging people to set a good example and be good role models in everything they do
- celebrating our successes
- providing a stimulating learning environment and supporting each other in all we do
- constantly striving for high standards
- providing an environment in which everyone feels secure and is encouraged to be confident
- promoting teamwork and ensuring that all are given opportunities to contribute and that all contributions are valued; continually looking for ways in which to raise self-esteem
- promoting key skills such as communication, problem-solving, self-evaluation and the use of ICT
- ensuring that an effective partnership exists between home, school and the wider community
- dealing with environmental issues that may have an increasing impact on our lives in the future and accepting our share of the responsibility for protecting our planet for future generations

## **Our Vision - To recognise the significance of the past in order to understand its relationship with the present.**

### **CURRICULUM INTENT**

The more you know about the past, the better prepared you are for the future. - Theodore Roosevelt

The aim of our history curriculum is for the children to recognise the significance of the past, from a British and World history sense, to understand its relationship with the present. Our history curriculum is rigorously sequenced so that current learning is linked to previous learning and our children's historical knowledge, understanding and skills build over time. We also want to make full use of our immediate and wider local area, enabling children a deep understanding of the rich history of their own locality.

We seek to shape our curriculum around key threads of knowledge pertaining to key people, events/achievements, and lifestyle changes in the past in EYFS to Key stage 1 and build on these threads alongside other over-arching, transferable concepts in Key stage 2 such as Monarchy, Power and/or Invasion. It is these that make our history curriculum coherent, sequential, and meaningful. By mapping out themes across units and revisiting them, the children make connections in learning, gain historical perspective from different contexts and deepen their understanding of the world we live in today.

In line with the National Curriculum 2014, we also aim to ensure that, through the teaching of history all pupils:

- gain a coherent knowledge and understanding of Britain's past and that of the wider world.
- Are inspired and show curiosity about the past.
- Are encouraged to ask questions, think critically, explore evidence, examine arguments, and develop perspective and judgement.
- Begin to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

In order to do all of the above, we ensure that in our history lessons both our pupils' substantive and disciplinary knowledge is built upon year on year.

### **CURRICULUM IMPLEMENTATION**

In ensuring high standards of teaching and learning in History, we implement a curriculum that is progressive throughout the whole school:

The coverage of recent history in KS1 enables children to acquire an understanding of time, events and people in their memory and their parents' and grandparents' memories. Through our carefully planned topics, pupils develop an awareness of the past, using common words and phrases relating to the passing of time. They will start to 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. As they progress through the key stage, they will begin to make comparisons and connections between people and events in the past.

In Key Stage 2, children will continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. The children are taught topics in chronological order

from ancient history such as 'Ancient Egypt' and then progress onto more modern history such as 'World War I'. In our school, we aim to embed the sequence of chronology from ancient to modern allowing our children to truly develop and embed a sense of time, place in society and how civilizations were interconnected.

At Eccleston Lane Ends:

History is taught as a half-termly or termly topic, focusing on knowledge and skills/concepts stated in the National Curriculum, to build an in-depth knowledge about a particular period in history, or understand how an aspect of life has changed through time.

The key knowledge and skills that children acquire and develop throughout each topic have been mapped to ensure progression between year groups throughout the school and opportunities to practise and embed skills are planned for so that they are revisited and refined over time.

The substantive knowledge/concepts taught within each topic are mapped out onto topic knowledge mats, so that the children can refer to them, build on them and make valuable links between areas of study. Our History 'Golden Threads of Learning' such as 'change' or 'invasion' are embedded through topics and/or themes in every year group throughout our History curriculum to secure coherence, connections and progression.

The disciplinary progression throughout EYFS, KS1 and KS2 covers, historical skills which are:- knowledge of people, events and time, chronology, interpretation, enquiry, and communication.

Within our curriculum, we also ensure progression and coverage in disciplinary historical concepts which include: **continuity & change (C&CH)**, **cause & effect (C&E)**, **similarities & differences (S&D)**, **significance (S)** and **evidence /sources (E)**. These concepts are carefully considered in our topics throughout all year groups.

- At the beginning of each new history topic, teachers refer to timelines to develop children's understanding of chronology and each topic is introduced with reference to the chronology of previous topics (including those from previous years).
- The strategy of KWL (What I Know, What I would like to know and what I have learnt) is used to check existing knowledge at the beginning of each history topic and this process informs a programme of study that is responsive to children's interests.
- There is a structure to the lesson sequence whereby prior learning is always considered from the lesson before and opportunities for revision of facts and historical understanding are built into lessons.
- 'Make It Stick' planners are used for children to record learning from lessons on. These are accessed at the start of each lesson and the prior knowledge/learning is built upon.
- The rigorous teaching of vocabulary ensures that children can gain and deploy a historically grounded understanding of abstract terms such as 'empire' or 'legacy'.
- The revision and introduction of key vocabulary is built into each lesson. This vocabulary is then included in display materials and additional resources to ensure that children are allowed opportunities to repeat and revise this knowledge.
- End of term quizzes are utilised in class based on the Los for the lessons taught throughout a topic (knowledge based).
- Themed weeks are timetabled into the calendar to cover areas of local History that we feel is both beneficial and successful to celebrate at the same time across the school. We work towards displaying our learning and bring it altogether as a school community.
- Local History is taught in individual classes through links with themes or topics. It is also taught in KS2 as a topic focus on our local town of St.Helens and during whole school focus weeks based on different aspects of history in Liverpool, to ensure knowledge and coverage is built upon around our local city.

- Key historical figures from different periods and backgrounds are either taught alongside a particular topic or considered as wider curriculum links throughout the year.
- Classes have 'Real History experiences' linked to their topics to excite and bring the time alive for the children. The children have a real hands on experience, whereby they get to visual and dramatize the time period in question. Alternatively, classes also go on trips to sites/areas of interest to enhance their learning.
- In a lot of cases, English lessons and creative writing throughout each year group, are planned in and link to their History topic.
- British Values are linked to our lessons and are taught through Picture News assemblies - linked to current and historical affairs. Children have a better understanding of the world in which they live and how these affairs impact on us. Class discussions the following day then allow children more opportunities for discussion and debate.
- The History topics frequently form the core of our cross-curricular approach to teaching, support and engaging our pupils with work in many other subjects, including English, Art and Design and technology. In this way, children can gain a richer and deeper understanding of each particular period in time.
- We aim for 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 power of educational visits, visitors and real and replica artefacts.
- We also maximise the opportunities that our local area (St. Helens /Prescot) and home city of Liverpool has to offer in terms of its rich history and vast array of museums and cultural sites.

### **EYFS**

The Early Years Foundation Stage Curriculum supports children's understanding of History through the planning and teaching of 'Understanding the World'. This aspect is about how children find out about past and present events in their own lives, their families and other people they know. Children are encouraged to develop a sense of change over time and are given opportunities to differentiate between past and present by observing routines, the passing of seasons and time and looking at photographs of their life and of others.

### **CURRICULUM IMPACT**

The impact of this curriculum design will ensure that all pupils progress in History over time and across key stages. This will be relative to a child's individual starting point and their progression of knowledge and skills (substantive and disciplinary).

By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They can 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 Egyptians, as well as local history. They should be able to describe key events, understand both the inventions and achievements of ancient civilisations and their impact on life today. Outcomes in History and English books evidence a broad and balanced History curriculum and demonstrate the children's acquisition of identified key knowledge and skills.

The impact of using the full range of resources, including display materials, will be seen across the school with an increase in the profile of history. The learning environment across the school will be more consistent with historical technical vocabulary displayed, spoken and used by all learners. We want to ensure that history is loved by teachers and

pupils across school, therefore encouraging them to want to continue building on this wealth of historical knowledge and understanding, now and in the future. Impact can also be measured through key questioning skills built into lessons, child-led assessment such as success criteria grids, make it stick assessments, quiz-based end of unit assessments, book looks, pupil voice and regular feedback in lessons.

### **Focus Areas/ Coverage**

In key stage 1, pupils should develop an 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. They 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.

Pupils should be taught about:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally (e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries).
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (e.g. Elizabeth 1 and Queen Victoria, Christopher Columbus and Neil Armstrong, Rosa Parks and Emily Davidson, Mary Seacole and Edith Cavell) significant historical events, people and places in their own locality.

In key stage 2, pupils should continue 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 connections, 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. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our past events may exist, giving some reasons for this.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- **Changes in Britain from the stone Age to the Iron Age**

This could include:

Late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae, Bronze Age religion, technology and travel, e.g. Stonehenge and Iron Age hill forts: tribal kingdoms, farming, art and culture.

- **The Roman Empire and its impact on Britain**

This could include:

Julius Caesar's attempted invasion in 55-54 BC, The Roman Empire AD 42 and the power of its army, Successful invasion by Claudius and conquest including Hadrian's Wall, British resistance, e.g. Boudica "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.

- **Britain's settlement by Anglo-Saxons and Scots**

This could include:

Roman withdrawal from Britain in c.AD 410 and the fall of the western Roman Empire, Scots invasion from Ireland to north Britain (now Scotland), Anglo-Saxon invasions, settlements and kingdoms: place names and village life, Anglo-Saxon art and culture, Christian conversion - Canterbury, Iona and Lindisfarne.

- **The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor**

This could include:

Viking raids and invasion, Resistance by Alfred the Great and Athelstan, first king of England, Further Viking invasions and Danegeld, Anglo-Saxon laws and justice, Edward the Confessor and his death in 1066.

- **A local history study**

For example:

A depth study linked to one of the British areas of study listed above, a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066), a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

- **A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066**

For example:

The changing power of monarchs using case studies such as John, Anne and Victoria changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20<sup>th</sup> Century, the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day, a significant turning point in British history, e.g. the first railways or the Battle of Britain.

- **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.
- **A non-European society that provides contrasts with British history** - one study chosen from: early Islamic civilisation, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900 - 1300.

Here is our Eccleston Lane Ends History whole school curriculum below:

ELE History Curriculum						
British History	World History					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Transition - My own History	Celebrations Bonfire Night / Guy Fawkes Childhood changes- Christmas in the Past			Significant Figure	Houses and Homes- Victorian Washdays
Year 1	History of transport		Toys our Grandparents had (Real History)		Explorers	
Year 2		The Great Fire of London		Queens of England		History of the British seaside holiday
Year 3	Ancient Egypt Introduce all 4 early civilisations at the beginning of the unit (Real History)		Local History Study St. Helens		Stone Age, Bronze Age and Iron Age	
Year 4		Ancient Greece		Romans		Anglo Saxons & Scots
Year 5		The Maya	Anglo Saxons Vs Vikings		The Tudors (Real History)	
Year 6	Early Islamic Civilisation		Wars and conflict - WWI (Real History)		Crime and Punishment (through the Ages)	

Local History Week - Liverpool History week in Summer 2

### **Health, Safety and Safeguarding**

The school's Health and Safety Policy is reviewed annually along with associated risk assessments. Responsibilities of all stakeholders are included in this document. Special attention is given to any visit related to History to ensure risks are managed effectively and the safety of all those on a visit is paramount. All teachers make a visual risk assessment prior to teaching particularly if working with unfamiliar equipment.

All practitioners must follow ELEs Behaviour Policy to ensure safety comes first in all lessons.

Everyone is responsible for the safeguarding of children irrespective of their role. The Designated Safeguarding Lead (DSL) is the headteacher, Miss S Bond. Staff are regularly trained in managing child protection and safeguarding matters. All staff must keep up to date with the latest versions of Keeping Children Safe In Education and Working Together to Safeguard Children when carrying out their work. All staff are committed to following the policies and procedures in all aspects of their work.

### **Additional Needs**

This policy should be read in conjunction with the SEND Policy.

Identified pupils with special educational needs have a written plan which identifies needs; sets targets for achievement; outlines support or resources to be adapted and is reviewed at least termly.

Teachers should decide how the material should be adapted to meet the needs of the children in the class, particularly if they are not attaining broadly in line with their age. Adaptations to the History curriculum may need to be made in order that all children have access to a curriculum that is broad, balanced, progressive and relevant to the needs of each child.

The SENCo will support and advise class teachers, learning assistants and subject leaders in how to adapt a suitable curriculum based on sound pedagogical practice.

### **Equality**

This policy should be read in conjunction with the Single Equality Policy.

Eccleston Lane Ends is guided by a clear set of objectives and values, one of which is equality. We are committed to eliminating unlawful discrimination, promoting equality of opportunity and community cohesion between people within the local community. We are determined to do everything we can to make sure that people are treated fairly and that everyone has access to good quality services.

Unlawful discrimination, which results in unfairness in any aspect of our school's employment policies and practices, curriculum or service delivery, will not be acceptable under any circumstances.

In accordance with our *school ethos* we pledge to respect the equal human rights of our pupils, staff and other members of the school community, and to educate them about equality, diversity and cohesion.



### **Roles and Responsibilities**

The History Leader Kirsty Farrell works on regular monitoring and self-evaluating activities are carried out by a range of stake holders, including governors, to hold the school to account for the high-quality education of our pupils.

### **Review and Evaluation**

All policies are reviewed at least every three years. Some policies are subject to annual review. This policy will be reviewed and revised, if necessary, at the end of the first year of implementation for the Ofsted revised framework July 2022.

### **References to Other Policies**

This policy should be read in conjunction with:

- Special Educational Needs and Disabilities Policy
- Assessment Reporting and Recording Policy
- Marking and Presentation Policy
- Homework Policy
- Single Equality Policy
- Health and Safety Policy
- Child Protection/Safeguarding Policy
- Early Years Foundation Stage Policy