

## History at Emerson Valley School

***'A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils 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.'***

### ***National Curriculum 2014***

#### INTENT

At Emerson Valley School, we aim to promote in children an attitude of curiosity, interest and enjoyment of history. We aim to provide teaching and learning opportunities that allow children:

- to know and understand the history of Britain as a coherent, chronological narrative: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- to know and understand significant aspects of the history of the wider world
- to gain and understanding of and make use of historical terminology
- to understand and use historical concepts to make connections, draw contrasts, analyse and ask historically valid questions
- to understand and use the methods of historical enquiry
- to gain historical perspective by placing their knowledge into different contexts

#### IMPLEMENTATION

At Emerson Valley School, history is delivered as part of a thematic approach. History is interwoven and objectives delivered when they naturally fit in with the theme covered during that half term. Our history curriculum meets the requirements of the National Curriculum and periods of history studied are introduced in chronological order. Throughout their time at Emerson Valley School, children will receive history lessons that will:

- Build and promote an atmosphere in which history lessons provide opportunities for children to explore, discover and interact with the world in which they live and understand how it came to be the way it is
- Use a wide range of resources and historical sources, using primary sources where possible and/or quality secondary sources
- Provide contextual learning; to make sense and draw links to the present day and other periods in history as well as cross-curricular links, although history should remain at the core of the lesson's objectives
- Provide opportunities to gain historical perspective by placing events and periods chronologically on a timeline
- Offer pupils the opportunities to display/record their results in various ways e.g. timelines, charts, written accounts, letters
- Minimise teacher planned/lead investigation and talk time at a level appropriate to the children's level of development
- Make learning in history engaging and exciting and provide experiences to live out history
- Enable children to pupils should have the opportunity to demonstrate their curiosities: question, analyse, think critically and identify fact, opinion and bias
- Allow children opportunities to plan and carry out their own research provide pupils the opportunity to research and collect data in a variety of ways - secondary data, which may be collected from various sources, may also be used as additional evidence

#### IMPACT

- Children will complete a mind map or similar at the beginning of each topic to record their existing knowledge. At the end of a topic, they will revisit the mind map and add to it in a different colour to show what they have learned.
- Teachers will assess children's work in history by making informal judgements during lessons.
- On completion of a piece of work, the teacher will assess it against age-related learning objectives, and then use this assessment to plan for future learning.
- Written or verbal feedback is given to the child to help guide his/her progress.
- Older children are encouraged to make judgements about how they can improve their own work.
- A record of how children are achieving the learning objectives is kept in their Theme books at the beginning of each learning unit. This data is used to report achievements to parents at the end of the academic year.
- The monitoring and evaluating of practice in history enables the progress of children to be seen within the class and whole-school contexts of school and staff development.
- Monitoring of teaching and learning takes place through book scrutiny, lesson observations and pupil interviews to ensure coverage, continuity and progression in history. Findings are used to inform future planning to enhance teaching and learning.