



PROUD to be FOREFIELD:

Passion, Respect, Opportunity, Unique, Determined



Subject Leader Report: History

History is a valued part of the curriculum at Forefield Junior School as it gives us a sense of identity, set within our social, political, cultural and economic relationships. History fires our children's curiosity about the past in Britain and the wider world. It plays an essential part in preparing us for living, and working, in the modern world. History is about real people who lived in the past and real events which happened, set in a context of time. History is concerned with sequence, time and chronology and is the study of evidence and the past. It 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 the identity and the challenges of their time. Such understanding comes from the study of life in the past, of thoughts, beliefs, emotions, actions and artefacts. In history, children find evidence, consider it and reach their own conclusions. To do this, they need to research, sift through evidence and argue their point of view – skills that are essential in adult life.

We have designed our History curriculum to help pupils gain 'hands-on' experiences. Whilst we cannot time travel, we can help pupils understand how it felt to live in the past through: dressing up, handling artefacts and recreating events (such as a Victorian child's experience of school day, exploring the diet of an Ancient Egyptian, etc...). We have a wealth of resources that provide children with opportunities to explore artefacts, such as: displaying items on an 'artefact table' in the classroom or using the archaeological dig resources to role play finding relics from a certain time period. In addition, we work with a variety of external partners: Portals to the Past, Quarry Bank Mill, The World Museum (Liverpool), Grosvenor Museum, etc. to run 'themed' days throughout the year.

Topic Timetable

	Autumn Term	Spring Term	Summer Term
Year 3	The Stone Age	Ancient Egypt Local History Study	
Year 4	Ancient Greece	Local History Study	The Romans
Year 5		Anglo-Saxons & Vikings Monarchs Local History Study	The Mayans
Year 6		A Child in Time: The Life of a 10-Year-Old The Victorians Local History Study	

In addition to the curriculum, our Pupil Guarantee aims to ensure that **every** child finds their passion through:

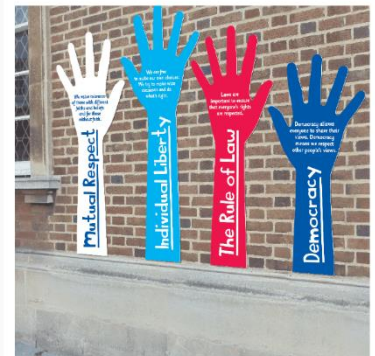
- Regular experiences of the Arts - *on stage, as an audience and as an artist/musician, enjoying a range of styles and influences;*
- Encountering a variety of sporting activities - *competing at individual and team level, and pursuing this interest beyond the school or just for fun;*
- Developing a curiosity about the world around them - *through science, nature or learning about other cultures, and discovering a sense of wonder;*
- Making healthy lifestyle choices - *knowing how to eat well, exercise and promote their own well-being;*
- Extending their learning through visits and visitors - *opening their eyes to the world beyond the school walls, culminating in a residential visit to Ambleside in Year 6.*

From each experience, pupils can gain the strength to know that it is OK to be different and to encourage and appreciate the success of their friends.

Our History curriculum supports our Pupil Guarantee through: regular experiences of the Arts (class assemblies built on Historical themes, celebrating the coronation of King Charles III through drama workshops), encountering a variety of sporting activities (taking part in mini-Olympics during Ancient Greeks Day), developing curiosity about the world around them (through engaging and stimulating lessons based on real life history) and extending learning through visits and visitors.

British Values:

At Forefield Junior School, we understand clearly our responsibility in preparing children for their next stage of education and for the opportunities, responsibilities and experiences of later life, laying the foundations so that they can take their place successfully in modern British society. We promote a respect for, and understanding, of different faiths, cultures and lifestyles. The spiritual, moral, social and cultural development of each child is central to everything that we do as a school and central to our vision of "Passion, Respect, Opportunity, Unique and Determined". This is evidenced through our teaching and learning, our inclusive environment and through the many opportunities provided for our children to understand Democracy, Law, Liberty, Mutual Respect and Tolerance.



Assessment:

From work completed, class discussions and careful questioning, teachers decide if pupils are working below/at/or above Age Related Expectations. An example of the History Learning Objectives for Y3 is provided below:

A Y3 Historian:

The Stone Age to The Iron Age - How did Britain change during Pre-History?

- LO: Can I order events on a timeline?
- LO: Can I understand the important role archaeologists have in finding out about the past?
- LO: Can I understand what humans needed for survival in the Stone Age?
- LO: Can I describe Stone Age homes and food?
- LO: Can I compare changes in the Stone Age?
- LO: Can I understand the importance of the Bronze Age (Stone Henge)?
- LO: Can I understand the changes in the Iron Age?

Book Scrutiny:

Strengths:

- Chronology
- Lots of comparison
- Presentation of learning
- Pictures of secondary evidence
- Photographs from themed days
- Can see progression from year 3 to year 6

Even better if:

- Disciplinary skills developed – check that pupils across classes are accessing the same lessons
- Opportunities to use ‘primary/secondary’ evidence and know the difference
- Evidence of timelines in the books

Pupil Voice:

At Forefield Junior School, we use a variety of teaching and learning styles to ensure that our lessons are delivered in an engaging way to help encourage maximum interaction and enquiry skills from the children.

Pupils have positive views about history lessons and always praise hands-on experiences, such as: day trips, visitors, food tasting activities, learning about weapons, etc.

‘I really loved looking at the Ancient Egyptians because they were really clever.’

‘I loved going to the World Museum.’

‘I love history, it is such a fun lesson to do!’

‘My favourite lesson was the Ancient Greek day because we got to dress up and do Ancient Greek activities.’

‘We went to a museum in Chester and learnt about the Romans.’

‘We went into the hall and saw someone with an axe!’

‘We saw a flint hand axe.’

‘It was good the way they made stuff out of bronze.’

‘My favourite topic was the Mayans because it was amazing to learn about all the different foods they ate.’

‘We went to the Museum of Liverpool and covered lots of history topics.’

‘It was very fun to learn about the Vikings.’

‘History is great!’

Photo Evidence:







Enrichment Opportunities:

Year 3:

Trip to the World Museum *for whole year group* – Children explore the Ancient Egypt exhibition on a teacher-led tour whilst completing questionnaires. Museum staff lead two workshops – ‘Discover/Explore Ancient Egypt’ and ‘Meet the Mummy’ (CPD for staff).

As Creatives workshop – The King’s Coronation: Happy and Glorious for whole year group - Boudicca - and the Roman occupation of Britain

Year 4:

Ancient Roman Trip to Chester *for whole year group* – Set at the Grosvenor Museum. Children explore the museum, take part in a hands-on workshop looking at mosaics, archaeology and food and they also go on a Roman march around Chester in costume learning about the amphitheatre, etc. (CPD for staff).

Ancient Greek Day *for whole year group* – ‘Portals From the Past’ workshop in school. Activities, provided by the company, are run by teachers in the classroom and an educational actor speaks to the children in the Dance Studio and shares facts, artefacts and interesting stories through drama.

As Creatives workshop – The King’s Coronation: Happy and Glorious for whole year group – Alfred the Great – and the Saxons and Vikings

Virtual Reality visit to Ancient Rome *for whole year group*- using the latest virtual reality headsets, pupils were able to immerse themselves in the city of Rome at the time of the Roman Empire, exploring famous landmarks and a Roman villa.

Year 5:

Trip to the Museum of Liverpool *for whole year group* - to look at the history of Liverpool from Viking/Saxon times onwards, including Liverpool castle and King John.

As Creatives workshop – The King’s Coronation: Happy and Glorious for whole year group – King Henry VIII – six wives, a son and two daughters

Virtual Reality visit to Ancient Maya *for whole year group*- using the latest virtual reality headsets, pupils were able to immerse themselves in the Mayan civilization.

Year 6:

Victorian Day *for whole year group* – provides children with an opportunity to dress in Victorian-styled clothing and experience apprentice training, life in a Victorian classroom and Victorian games.

Quarry Bank Mill Trip *for whole year group* – children learn about what life was like for a Victorian apprentice working at a cotton mill (CPD for staff).

As Creatives workshop – The King’s Coronation: Happy and Glorious for whole year group – King George VI – and World War II

Additional Resources:

No additional resources for classrooms were necessary during this academic year. Subscription to History Association renewed.

Following a history subject review it was decided to display our Egyptian artefacts in a more creative way (see below)



BEFORE



AFTER

Outcomes for Pupils:

The overall percentages of children across school that were working at the expected standard for the year 2022-2023 in History:

84% expected+ with 24% working at exceeding.

Next Steps:

- To ensure, through lesson observations and discussions with staff, that chronology, significant people and places have been implemented into planning and evidence is consistently seen during lessons.
- To finalise plans for each class to experience a 'Local History Day' in April 2024 to look at the significant events/people which have been important in Crosby, Liverpool and the surrounding areas. This requires more planning time with the year group (two staff meetings) and can then be carried out annually to ensure coverage of the national curriculum objective.
- To attend History Lead courses to keep CPD up to date.