



# 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.

## History Curriculum

	Spring Term	Summer Term	
Year 3	<b>The Stone Age to The Iron Age</b> - How did Britain change during Pre-History?	<b>Ancient Egypt</b> - What were the achievements of the Ancient Egyptian civilisation? <b>Local History Study</b>	
Year 4	<b>Ancient Greece</b> - Do the Ancient Greeks still influence our world?	<b>Local History Study</b>	<b>The Romans</b> - What advances were made in Roman Britain?
Year 5		<b>Anglo-Saxons &amp; Vikings</b> - Did the Anglo-Saxons live in peace with, or in fear of, the Vikings? <b>British History Beyond 1066</b> - What impact have Monarchs had on our lives? <b>Local History Study</b>	<b>The Mayans</b> - Who were the Maya? When and where did they live?
Year 6		<b>The Victorians</b> - What was life like as a 10-year-old child through history in Britain? <b>Local History Study</b>	

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 historical events 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 clearly understand our responsibility to prepare children for their next stage of education and for the opportunities, responsibilities and experiences of later life. We aim to lay strong foundations so that pupils can take their place confidently and successfully in modern British society. We actively promote respect for, and understanding of, different faiths, cultures and lifestyles.

The spiritual, moral, social and cultural development of each child underpins our work as a school and is at the heart of our vision of *Passion, Respect, Opportunity, Unique and Determined*. This commitment is evident through our teaching and learning, our inclusive school environment and the wide range of opportunities we provide for pupils to develop an understanding of British Values, including Democracy, the Rule of Law, Individual Liberty, Mutual Respect and Tolerance.



### **Assessment:**

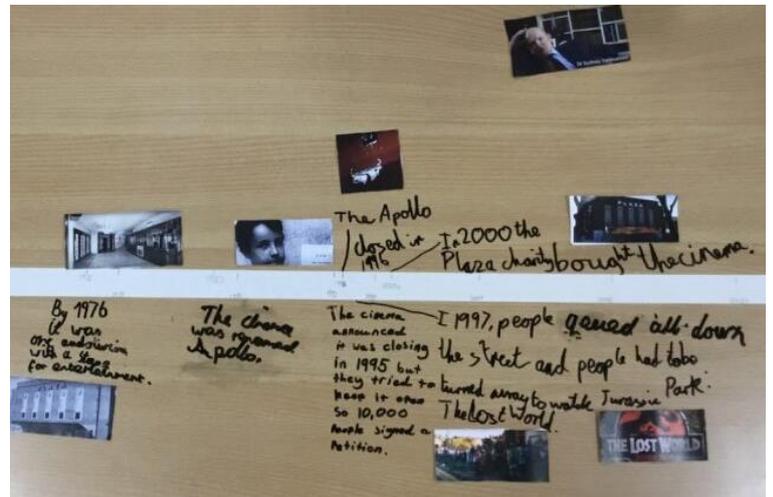
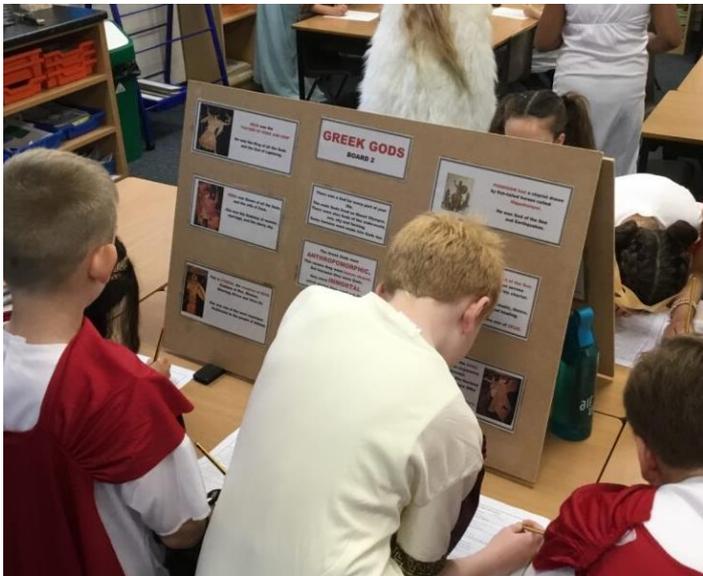
From work completed, class discussions and careful questioning, teachers decide if pupils are working below/at/or above Age Related Expectations. An example of the History Learning Objectives for Y3 is provided below:

#### **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?

**Photo Evidence:**







## **Enrichment Opportunities:**

### Year 3:

**Ancient Egypt Day** *for whole year group* – One Day Creative workshop - children re-enacted ancient Egypt life through drama. In class, children tasted foods which were around in the ancient Egyptian period, pretended to be archaeologists digging for artefacts and looked at hieroglyphics.

**Local History Week** *for whole year group* – children researched Thomas Eric Peet (an Egyptologist educated at Merchants), studied the ancient footprints on Formby beach and the children took part in a full day of activities planned and delivered by the Mesolithic Outreach team at Lunt Meadows Nature Reserve.

### Year 4:

**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.

**Ancient Roman Trip to Chester** *for whole year group* – First year visiting Deva Roman Experience. During the visit, pupils experience an immersive introduction to life in Roman Britain. They learn about Roman soldiers, daily life in the fortress of Deva and the journey to Britannia through engaging, interactive activities. The visit also includes access to an archaeological site, allowing pupils to explore genuine Roman remains and uncover Chester’s hidden history. (CPD for staff).

**Local History Week** *for whole year group* – children walked down to the windmill on Forefield Lane and learnt about the process of how flour is made and how a windmill works. They learnt information about the Blundell Family and St Mary’s church.

### Year 5:

**Trip to Liverpool World Museum** *for whole year group* - to study the local history of Liverpool and British Monarchs.

**Visit from Dr Diane Davies – Maya archaeologist** – *for whole year group* - to incorporate her slideshow presentation to the year group and time handling real Maya artefacts.

**Local History Week** *for whole year group* – visit to Merchant Taylors to learn about the history of the buildings/school. The children researched the history of Forefield Junior School and created posters. Children also looked at the history of the Plaza cinema and plotted events on a timeline.

### 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).

**Local History Week** *for whole year group* – a visit to the International Slavery Museum in Liverpool to carry out workshops looking at links between Liverpool and enslaved people. The children carried out online workshops prior to visiting the museum.

Lindsey Morgan visited school to share information from their place of work and historic links to slave boats.

## **Additional Resources:**

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

**Next Steps:**

- Monitor the completion of chronological timelines in Year 6, to ensure that pupils leave Key Stage 2 with a secure and coherent understanding of historical chronology – building throughout years 3,4, 5 and 6.
- To publish a History curriculum overview, structured around key historical concepts and strands of focus, and make this available on the school website to clearly articulate curriculum intent.
- To strengthen the implementation of the History curriculum by reviewing how substantive knowledge and disciplinary concepts are taught across year groups, ensuring clear progression and meaningful opportunities for pupils to apply historical skills and enquiry.

