



Eureka's Challenge Curriculum – History Overview

<p>Intent</p>	<p style="text-align: center;">Mission Statement for Subject</p> <p>Through our history teaching at Eureka Primary School we aim for children to have a good understanding of the fundamental aspects of history by the time they leave Key Stage One. Firmly grasping what is meant by ‘the past’, ‘the present’ and ‘the future’. Through our teaching at Key Stage One pupils explore history that is immediately relatable to them and their own context – looking at their own experiences, that of their families and that of their local area. The children develop an understanding that things change and explore how things have changed within their lifetime and the lifetimes of their parents and grandparents both locally and nationally. They begin to understand that to research history they need to access a range of resources first hand from photographs, videos and maps through to personal accounts and written documents. As the children enter Key Stage Two they use build on this fundamental understanding by exploring pre-history in Year 3 and placing subjects on a timeline from then onwards through exploring ancient and modern civilisations and empires that have shaped the world in which we live in. The children explicitly explore local links to history topics taught such as the link to Swadlincote through Lord Carnarvon, what the industrial revolution looked like locally and its significant global impact. Alongside this the children have their own views challenged and their horizons broadened through the study of civilisations very different from their own and the contributions these civilisations made to the modern world in which we live – of particular importance is the study of Islamic civilisation and it’s notable achievements because of the deep rooted Islamophobia we have encountered in the attitudes of some parents within the county. By the end of Key Stage Two children should understand that although cultures are different each culture has contributed in some way to the vast sum total of human knowledge and the human experience, they should be confident using sources and be able to understand that some sources are more reliable than others, they should have a firm grasp of the key historical concepts such as ‘empire’, ‘civilisation’, ‘conquest’ and ‘discovery’. The children should have a firm understanding of the chorological history of the British Isles and be able to set this within the wider global context. Our historians will know that change is an ever occurring force and that to understand the present they must first understand the past.</p> <p>British Values taught through this Subject:</p> <p>Democracy – Children will learn about the principles of democracy when studying periods of history when democracy was the prevalent form of government – such as the foundation of the NHS, the Victorian era and the battle against fascism. Children will compare it to other forms of government found throughout history such as the absolute monarchy found in the Viking period and during Mercian predominance during the middle ages, dictatorship in Germany under Adolf Hitler and Communism when studying the space race.</p> <p>The rule of law – The rule of law and the history of the rule of law are fundamental to understanding events in history – our curriculum offers opportunities to examine this in detail linked closely to the forms of government mentioned above but also explicitly when studying topics such as ‘What the Romans did for Derby’, Islamic civilisations, the Mercian kingdom, the Victorians etc. All of these different periods in history saw significant advancements in the understanding and application of the rule of law.</p> <p>Individual liberty – This British value should be at the forefront of all history teaching at Eureka. What impact on individual liberty did the rulers, laws and events of a certain period have? Children will explore the shrinking of individual liberty under fascism and dictatorships and explore the expansion of individual liberty when examining the middle ages and Victorian Britain. Children will also study in detail the removal or refusal of individual liberty under slave owning societies such as the Romans, Egyptians and British Empire.</p> <p>Mutual respect – Mutual respect in history is taught through the understanding of differences between different ways of life and the similarities and differences shared by humans throughout history. Children will learn about what happens when the mutual respect between humans breaks down and what consequences this can lead to such as segregation, dehumanisation and war.</p> <p>Tolerance of those of different faiths and beliefs – Through the studying of different cultures, civilisations and religious orders throughout history children will not only develop a ‘tolerance’ towards other faiths and beliefs but also an appreciation of what people of other belief systems have contributed to human society. They will also learn about how mankind’s greatest achievements have often been the result of multi-faith teams and through the efforts of people with differing belief systems to those the children are surrounded by and take on. Specific examples of this include how the fight against fascism was won by people of all religions and beliefs and how fascism was supported by people of differing faiths too and how the NHS was built and is operated by a people with a range of different faiths and beliefs.</p>	
<p>Implementation</p>	<p style="text-align: center;">Approaches to Learning:</p> <p>Children should start each history topic with a key question for them to answer. A well designed pre-learning task should identify strengths and weaknesses in prior learning and give the teacher information about the children’s knowledge of a new concept or topic. The original key question should then be explored through a series of subsidiary questions posed at the start of each lesson. Children should always recap what they have previously learnt to ensure that this knowledge ‘sticks’ and an alteration in the children’s long term memory of a topic is secured. Once the children have explored and all of these subsidiary questions they should be in a place to present their arguments and evidence to answer the overarching key question. The children should then present their answer to the key question in a range of ways showing what they have learnt – such as but not limited to presentations, videos, writing, diagrams and through exhibits at a living museum for parents to visit. Wow days should be used to inspire learning, provide an extraordinary learning opportunity or as a purposeful end point of a topic for the children to build towards.</p> <p style="text-align: center;">Resources Provided to Support Teaching and Learning:</p> <p>The school will provide access to a range of history texts, sources and artefacts for use in class. It will provide teacher resources through ‘curriculum share’ sessions to help teachers up skill and develop their own subject knowledge.</p> <p style="text-align: center;">Co-ordinator Role:</p> <p>To create a structured and logical long term plan for the teaching of history. To advise on local links to topics. To organise on request the procurement of artefacts to support the teaching and learning of a topic. Analyse data provided by class teachers. Support other teachers, on request, with their medium term planning. Support and advise on appropriate trips and excursions. To provide updates on the teaching of history through curriculum share time and provide CPD when appropriate. To identify gifted and talented pupils and provide them with wider opportunities. To monitor the teaching of history at the school.</p>	<p style="text-align: center;">Pupil led Activities:</p> <p>None (as of Jan 2020) – Area for development.</p>



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	<u>Wider Opportunities/Clubs:</u>						
	None as of Jan 2020 (Area for Development)						
	<u>Community links:</u> Strong links with Sharpe's Pottery and the Swadlincote Heritage Team. Links with the Magic Attic based at Sharpe's Pottery. Links with Rosliston Forestry Centre who have visited the school recently to talk about industrial heritage.				<u>Enrichment Days:</u> 60 years of Eureka Primary School (Autumn 2 – 2019)		
	<u>Visits and experiences:</u> During our 60 years of Eureka we have had visits from former head teachers and engagement from parents who have been ex pupils.						
<i>Impact</i>	<u>Standards</u> What targets do we want them to achieve? Our expectation that the percentage of children achieving in history is at least in line with the target set reading in each individual class. This is because although reading isn't a limiting factor in the study of history it can provide difficulties in analysing sources.	<u>Engagement</u> How will our pupils approach this subject (Learning Behaviours?) With and by doing the following: Confidence, Belief, Respect, Honesty, Tolerance, Empathy, Independence, Resilience, Ambition, Curiosity A desire to ask questions, Embrace challenges, Learn from mistakes.	<u>Personal Development</u> What cultural capital will the children be gaining from this topic? Children will have learnt about some of the most famous, inspiring and also infamous people and events throughout their history. Their horizons will have been broadened beyond their immediate context and they will understand how national and international events can affect their lives – giving them the understanding of cause and effect which they can then apply to their own lives and of those around them.				
<u>Monitoring Impact: How will you be monitoring impact against</u>							
	<u>Data</u> Collection point January 2020	<u>Parent surveys</u>	<u>Pupil voice</u> Pupil interviews will be conducted towards the end of the year to discuss their thoughts and feelings about the subject.	<u>Self assessment</u>	<u>Book scrutiny</u> Towards the end of 19/20 – to look at coverage from our new long and medium term plans.	<u>Learning walks</u>	<u>Lesson Obs</u>