

History Report for Governors

June 2021

Curriculum Coverage

Over the last year, we have reorganised and redesigned our History curriculum so that it better caters for the needs of our students. We believe that teaching history chronologically will enhance our pupil's understanding of time and the series of events that shaped us. To ensure that we are consistently challenging our students and offering them opportunities to progress in History, we have updated our scheme of work based on History Association guidance and now include regular quizzes of previous learning to embed knowledge already taught. We also have a focus on key vocabulary and history concepts such as invasion and empire to help children understand the world around them. Our newly designed whole school curriculum overview maps out the links to key areas of the National Curriculum and identifies key aspects of each specific History topic including significant people, events and dates. Pupils are encouraged to discuss these areas and will be given the tools to make their own judgements about how or why things occurred as they did. Through understanding primary and secondary sources and gaining an insight on the reliability of each source is key to navigating many tricky situations in today's society, and thus why it has been a big focus in our History lessons. Through this, we hope to inspire our pupils to aim high and develop their decision making skill and, more importantly, their critical thinking.

Topics of study

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Old and new toys	History of transport		Roman Britain	Ancient Greece	Ancient Egypt
History of local buildings	The great fire of London	The history of Liverpool	Origins of words		
Seaside in the past	History of our school and local area	The Victorians	The Vikings Anglo Saxons	Mayan Civilisations	Stone Age, Iron Age and Bronze Age

Knowledge Organisers:

Like other foundation subjects across the school, we have introduced the use of knowledge organisers for History. We have both KS1 and KS2 knowledge organisers for all of the different topics covered in the History curriculum. Each one includes key vocabulary, skills, learning objectives, significant dates, events and people. The children look at these at the start of a unit of work and refer to it throughout.

Diversity:

One of our main focuses this year is to ensure our History curriculum provides a diverse and inclusive look into each area of history. We have updated our History plans to include significant females and BAME people to better reflect our society today. We believe in creating an inclusive classroom environment where everyone feels comfortable and equal which can then help build confidence and encourage pupils to participate in group settings, answer questions and ask for help, all of which can help them to achieve academically. We also took part in 'Black History Month' where we looked at artwork, poetry and music. We also studied significant Black people throughout history and today. Here are some examples of work from that day.



Home School History learning

Teaching history throughout lockdown has been a challenge, but one our teachers have risen to. Many topics have been accessed through online learning programmes like Google classroom and children have still managed to gain some insight into their topics. Although it is not how we wanted History to be taught, children have researched their specific topics in good detail and have then built upon this once back in school.

Chichen Itza Research

Chichen Itza was a mayan city on the Yucatan peninsula in Mexico . Around 35000-50000 people used to live in chichen itza. Chichen Itza is one of the seven wonders of the world. Chichen Itza was built around 400 AD and was discovered in 1841.



This is one of the temples that they built in Chichen Itza.

Favourite Goddess: Ix Chel

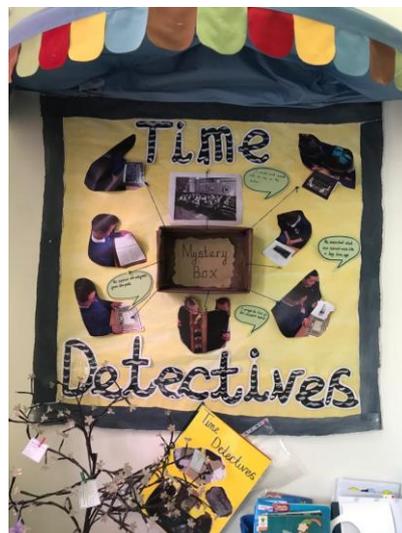
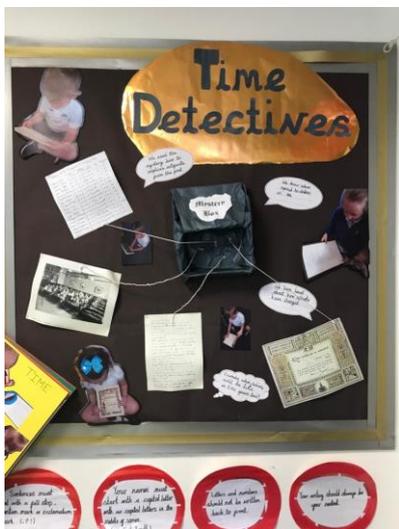
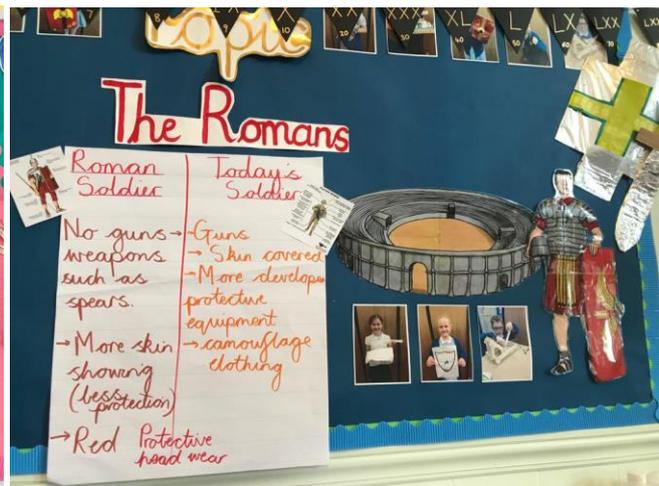


Goddess of: The moon, of love, of gestation, of medicine, and of the textile arts

Features of the goddess: Ix Chel as an earth and a war goddess. An entwined serpent serves as Ixchel's headdress, crossed bones may adorn her skirt, and instead of human hands and feet, she sometimes has claws. Very similar features are found with Aztec earth goddesses, of whom Tlaltecuhli, Toci, and Citlauhcoatl were invoked by the midwives

Display

There are several History Displays around school in classrooms, corridors and in the lower hall. Please see below a range of displays which each class has enjoyed creating to represent their topic.



I took part in a history curriculum update recently and this was extremely helpful in understanding the key aspects from the National Curriculum and writing our History statement of intent. We have not been able to take part in our usual cluster meetings and CPD events with other schools this year due to Covid restrictions.

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