 EMA subject review – History at KS1 & KS2

 Building an inclusive curriculum

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| Key stage 1 Aims | Implications for BAME and EAL learners |
| Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. | * Pupils have the requisite language skills

The aims of the History POS present significant language expectations for KS1 learners for whom English is not their first language: “*Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time”.* This requires the contextualised application of tenses and time phrases.Learning is accessible and engaging for BAME and EAL learners: * The “people and events they study” reflect the heritage and diversity of pupils
* First language learning and consolidation is encouraged
* Diversity is reflected in the teaching of history and the exemplification of ideas and events. Pupils from culturally diverse backgrounds feel included throughout the learning
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| Key stage 1 Subject content  | Implications for BAME |
| * changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
* events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
* the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
* significant historical events, people and places in their own locality.
 | * Diversity is reflected in the teaching and resourcing of history and the exemplification of ideas and events. Pupils from culturally diverse backgrounds feel included throughout the learning.
* Evidence is available to show how the curriculum reflects the diversity and language needs of BAME learners.
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| Key stage 2 Aims | Implications for BAME |
| Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.They should understand how our knowledge of the past is constructed from a range of sources. | * The perception of identity is thoughtfully addressed through the curriculum, particularly relating to the notion of “*British*”.
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| Key stage 2 Subject content | Implications for BAME |
| * changes in Britain from the Stone Age to the Iron Age
* the Roman Empire and its impact on Britain
* Britain’s settlement by Anglo-Saxons and Scots
* the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
* a local history study
* a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066
* the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
* Ancient Greece – a study of Greek life and achievements and their influence on the western world
* a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.
 | * Pupils learn a great deal of new vocabulary in KS2 History which may present sifting challenges for EAL learners trying to discriminate between technical and common language: important vocabulary is identified and consolidated.
* Questioning and hypothesizing language may be unfamiliar to EAL learners or learners more familiar with fact-based systems: questioning and hypothesizing language should be developed and consolidated
* Diversity is reflected in the selection of topics, teaching, resourcing and the exemplification of ideas and events. Pupils from culturally diverse backgrounds feel included throughout the learning.
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Questions to support self-evaluation of inclusion in the History curriculum:

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| **How inclusive is the History curriculum?** |
| Is the curriculum giving pupils the essential knowledge and skills they need?(next stage/destinations)* Do EAL learners have the language tools and vocabulary to access the curriculum?
* Do BAME pupils understand that there are no limits to their aspirations?
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| Do pupils know and remember more?* How does knowledge and recollection compare to non-EAL peers?
* Does the knowledge demonstrated by pupils indicate a view that embraces diversity?
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| Is the curriculum cumulative?(step by step in learning more knowledge)* Are there any gaps in learning for EAL/BAME pupils?
* Do pupils appreciate that British history is multi-ethnic and multi-cultural? Is British history projected as mono-cultural?
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| How well does the subject curriculum fit in with other subjects?* Are links made to BAME mathematicians, scientists, sportsman, artists and musicians?
* Are there opportunities for pupils to study in their first/other language?
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Examples of resources that reflect the diversity of the local community and figures in British history:

Yr3 Stone Age to 1066

 Our Migration History website AD42 - 1500: <https://www.ourmigrationstory.org.uk/oms/by-era/AD43%E2%80%931500>

<https://www.nationalarchives.gov.uk/education/sessions-and-resources/?time-period=medieval>

Yr4 Romans – Hadrian’s Wall soldiers in 2nd Century

 Our Migration History website AD43 to 1500: <https://www.ourmigrationstory.org.uk/oms/by-era/AD43%E2%80%931500>

 Romans Revealed: <http://romansrevealed.com/>

<https://www.twinkl.co.uk/resources/2014-curriculum-history-resources/new-curriculum-ks2-history/ks2-history-the-roman-empire-and-its-impact-on-britain>

<https://www.keystagehistory.co.uk/ks2/teaching-primary-history-roman-britain-for-key-stage-2/>

<https://www.hamilton-trust.org.uk/topics/lower-key-stage-2-topics/romans-britain/>

<https://www.nationalarchives.gov.uk/education/sessions-and-resources/?time-period=medieval>

Yr5 Tudors

 Our Migration History website: 1500 – 1750 <https://www.ourmigrationstory.org.uk/oms/by-era/1500%E2%80%931750>

<https://www.nationalarchives.gov.uk/education/resources/englands-immigrants-1330-1550/>

Yr6 WWII (Bletchley Park)

Our Migration History website 1900 to 2000: <https://www.ourmigrationstory.org.uk/oms/by-era/1900%E2%80%932000>

 Women at Bletchley Park: <https://bletchleypark.org.uk/learn/resources/women-at-bletchley-park>

 British Library - Windrush: <https://www.BL.UK/Windrush/further-reading>

 <https://letscount.org.uk/en/resources-for-teachers/english-curriculum-resources/> (David Olusoga census resources)

General Resources:

BLACK HISTORY – <https://blackhistorystudies.com/> <https://m.facebook.com/blackhistorystudiesltd/?locale2=en_GB> <https://www.bbc.co.uk/news/newsbeat-52939694> <https://clpe.org.uk/library-and-resources/booklists/black-history-booklist> <https://www.blackhistorymonth.org.uk/>

[**The Institute of Race Relations**](http://www.irr.org.uk/resources/materials-on-racism-for-teachers/) has produced a series of booklets about the history of race in Britain.

[**Our Migration Story**](https://www.ourmigrationstory.org.uk/about.html) tells the untold history of migration to the UK since AD43, celebrating the lives and the contribution of migrants to the development of our society. The resources are in a range of formats and include lesson plans.

[**Black and British – A Forgotten History**](https://www.bbc.co.uk/programmes/p0499smp) (BBC, 2016): Historian David Olusoga explores overlooked Black figures from British history. The website supporting the series offers additional resources. Also, his book: Black and British. A Short Essential History.

BAME education <https://libguides.ioe.ac.uk/BAMEresources>

National Archive – BAME histories <https://www.nationalarchives.gov.uk/education/resources/black-asian-and-minority-ethnic-histories/>

History Association – Migration posters (Subscription required) <https://www.history.org.uk/publications/resource/9829/primary-history-pull-out-posters-85>

History Association – Migration to Britain scheme (Subscription required) <https://www.history.org.uk/publications/resource/9818/migration-to-britain-through-time>

DIVERSITY TEXTS: <https://www.letterboxlibrary.com/> - diversity texts with clpe <https://clpe.org.uk/> CLPE reflecting realities research: <https://clpe.org.uk/RR>

<https://www.theguardian.com/childrens-books-site/2014/oct/13/50-best-culturally-diverse-childrens-books>

Refugees and refugee week: [www.Southbankcentre.co.uk](http://www.Southbankcentre.co.uk) - “Imagine the future you want to see”.

Windrush: <https://www.bl.uk/windrush/further-reading>

Black Lives Matter (BBC): <https://www.bbc.co.uk/sounds/play/p08gyw71>

Anti-racism: <https://youtu.be/OLGrD9cGrWO>

Links to EMA Network Diversity and Inclusion seminar – July 2021:

\* Hannah Wilson – [Vision and values: embedding diversity, equity and inclusion in your school](https://www.youtube.com/watch?v=6iMXQ_zVSTI)

\* Bennie Kara –[Diversifying your curriculum](https://www.youtube.com/watch?v=mg5MquP6-PA)

\* Pauline Lyseight-jones and Liz Agbettoh - [Honest conversations on race and the importance of language](https://www.youtube.com/watch?v=vWv3xwpB-MU)

\* Shammi Rahman - [Addressing difficult conversations](https://www.youtube.com/watch?v=J5OZRgN8SQk)

\* Serdar Ferit – [Lyfta and immersive human stories](https://www.youtube.com/watch?v=J5OZRgN8SQk) (Need to scroll through to reach Lyfta presentation)

Above with Urls:

Hannah Wilson <https://www.youtube.com/watch?v=6iMXQ_zVSTI>

Bennie Kara <https://www.youtube.com/watch?v=mg5MquP6-PA>

Pauline Lyseight-jones <https://www.youtube.com/watch?v=vWv3xwpB-MU>

Shammi Rahman – Difficult converations – first part, Lyfta – Moving Stories – second part: <https://www.youtube.com/watch?v=vWv3xwpB-MU> (Also includes EMA Network resources and MAKE presentation)