



*Motivate and Celebrate Success*

# History

## at Mount Charles School

Policy Agreed: Autumn 2022

Policy Review Date: Autumn 2023

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### The importance of History to the curriculum

History is about real people who lived, and real events that have happened in the past. History is concerned with sequence, time and chronology and is the study of evidence about the past; it gives us a sense of identity, set within our social, political, cultural and economic relationships. History fires pupils' curiosity about the past in Britain and the wider world and plays an essential part in preparing us for living and working in the contemporary world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, pupils develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values. During lessons, pupils seek evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence and argue for their point of view – skills that are prized in adult life.

### Aims and Objectives

At Mount Charles, we aim to:

- stimulate children's interest in the past and encourage questioning, speculation and enquiry;
- encourage a sense of identity and an increased understanding of pupils' position in their own community and the world;
- contribute to children's knowledge of how societies and people have developed over time;
- promote the skills of argument, chronology, sequencing, awareness of points of view, observation, evaluation, research, comparison, deduction;
- prepare pupils for adult life by helping them to understand the nature of the society in which we live;
- support children's understanding of the present in the context of the past.

Teaching history well will help pupils to:

- develop a sense of time (chronology), recognising how time is measured and that some things change and some things stay the same;
- investigate how and why events happen and how they may be linked;
- consider what it was like to live in different periods and what motivated the people who lived then – and that we may think differently to the way they thought about the world and society;
- recognise that there are some things we can never know about the past and that history has to be constructed from the aspects of the past that have survived;
- understand that people interpret the past differently and use different ways to present their ideas;
- make thoughtful use of a variety of sources to find out about the past;
- communicate their ideas in a variety of ways and with clarity and independence.

## Teaching and Learning

History teaching focuses on enabling children to think as historians. Therefore, at Mount Charles, we adopt an enquiry-based approach to teaching history. This enquiry-based approach encourages children to engage in “doing” history, investigating historical questions using evidence and constructing their own ideas about the past. It encourages children to understand that historical events can be interpreted in different ways and that they should ask enquiry questions, such as ‘how do we know?’ considering the beliefs and values at that time. We place an emphasis on enquiry through examining historical artefacts and photographs, amongst other primary and secondary sources. We also give children the opportunity to visit sites of historical significance.

To develop our children’s enquiry-based thinking, each individual lesson has a key question that steers and guides pupils’ learning. Key questions are carefully chosen in the planning process to ensure both content and historical skills are developed and learnt within each lesson.

## Organisation

History is taught in blocks throughout the year so that pupils achieve depth in their learning. The history long-term overview outlines the history units studied across the school. The history curriculum is carefully planned to ensure full coverage and progression of skills, knowledge and understanding of history taken from the National Curriculum. By the end of Year 6, pupils will have a chronological understanding of British history from the stone age to the present day. History units have been carefully mapped out to support termly ILP’s, providing several opportunities for cross-curricular learning. Medium-term plans (MTP) give details of each unit of work and are created by the subject leader. Short-term plans are created by teachers.

## Progression

### **Skills**

At Mount Charles, we have organised the progression of historical skills into five strands:

- chronological understanding
- knowledge and understanding of events, people and changes in the past
- interpretation of history
- historical enquiry
- presenting, organising and communicating

The MCS skills progression map outlines the progression of skills in small, manageable steps across the school. This document is used by the subject leader when creating MTP’s to ensure clear progression.

### **Knowledge**

We have organised the progression of knowledge into three strands:

- Local History
- British History
- Wider World

The MCS knowledge progression map details the knowledge taught across the whole school. Vocabulary for each unit is included, to ensure subject-specific vocabulary is progressive.

Both progression maps are used in the teaching, planning and assessment process by the subject leader and teachers.

## Planning and resources

### **EYFS**

EYFS utilise resources from **Cornerstones** to support planning and teaching of History. We teach history in EYFS as an integral part of the ILP's throughout the year. We cover History teaching in EYFS through the objectives set out in the Early Learning Goals (ELGs) which we have aligned with the KS1 and KS2 curriculum to ensure progression of skills. History makes a significant contribution to the ELG objectives of developing pupils' knowledge and understanding of the world through activities such as dressing up in historical costumes, looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

### **KS1 and KS2**

Key Stages 1 and 2 predominantly utilise **Key Stage History** which is an online resource to support creative, enquiry-led teaching of History. Key Stage History provide teachers with lesson plans, resources and support materials, to ensure enquiry-based learning in history is taught with confidence. Planning is informed by and aligned with the National Curriculum, and follows the MCS History Progression Maps, recapping and revisiting prior knowledge in each lesson taught to ensure knowledge and skills are retained and built upon.

Children are exposed to a timeline at the beginning of each unit of history taught, to support their chronological understanding. Classrooms have displays which include Key Questions, unit-specific vocabulary, examples of primary and secondary sources where relevant, and examples of pupils' work.

### Assessment

We assess pupils' work in history by making informal judgements as we observe them during lessons. On completion of a piece of work the teacher gives feedback as necessary in line with the whole school feedback and marking policy. Reports to parents are completed during the academic year when indicators are made to the individual's progress in history.

### Equal Opportunities and Inclusion

All pupils receive equal opportunities to maximise their individual potential regardless of ability, gender, race, religion/beliefs, disability or talent. Activities both within and outside the classroom are planned in a way that encourages full and active participation by all learners matched to their knowledge, understanding and previous experience. Planning and teaching of history ensures pupils' diverse needs are responded to. Equal emphasis is given to the roles of both men and women in society at all levels of history study. Special events such as Black History Month and Remembrance Day are to be commemorated sensitively at designated times of the year as well as being drip fed throughout the curriculum so that pupils do not associate the significance of these topics with just one moment in time.

### Role of Subject Leader

The leadership of the history curriculum is the responsibility of the subject leader who:

- \* ensures the school has an effective history curriculum for staff to follow. They ensure staff new to the school, including ECTs understand the history curriculum and how to deliver it effectively;
- \* supports colleagues in their teaching by keeping them informed in current developments in history primary education;
- \* writes a subject action plan, informed by the whole school improvement plan;
- \* carries out triangulated monitoring to identify strengths across the school, CPD priorities and inform action planning;

- \* delivers and/or sources appropriate training for staff;
- \* tracks progress across the school with particular emphasis on identified target pupils;
- \* leads planning, preparation and effective execution of history celebration days and events;
- \* ensures history resources required to deliver effective class teaching, are looked after and updated/replaced as necessary.
- \* plays an active role in the Trust Primary history group and ensures content is disseminated to staff.