

Curriculum Policy-

History



Status	Date
Date issued	Summer 2024
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Review date	
Date adopted by Governing Body	

Belong. Believe. Become.

Mandale Mill Primary School

Curriculum Policy- History

Intent-

At Mandale Mill Primary School, a deep-rooted commitment to delivering high-quality history education is at the heart of the curriculum. History is not just a subject; it is a gateway to understanding the world around us and crucial in shaping well-rounded individuals. Our approach and intent to teaching History is dynamic, engaging, and tailored to meet the diverse learning needs of all our students. Through a carefully planned curriculum, pupils are taken on a journey through time, exploring key historical events, figures, and developments. Each lesson is designed to foster critical thinking skills, develop historical empathy, and encourage students to analyse and interpret sources effectively. What's more, we take pride in bringing History to life by providing our children with various immersive learning experiences, such as field trips to local historical sites, interactive workshops with experts, and engaging classroom activities that recreate historical events. This hands-on approach not only enriches our pupils' understanding of the past but also fosters a love for History that extends beyond the classroom. In essence, the delivery of our history curriculum goes beyond rote memorisation; it nurtures a genuine passion for the subject, equipping pupils with the knowledge and skills to become informed, well-rounded young people who appreciate the complexities and richness of the past.

The aims of studying History are:

Aims-

The national curriculum for history aims to ensure that all pupils:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.

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- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

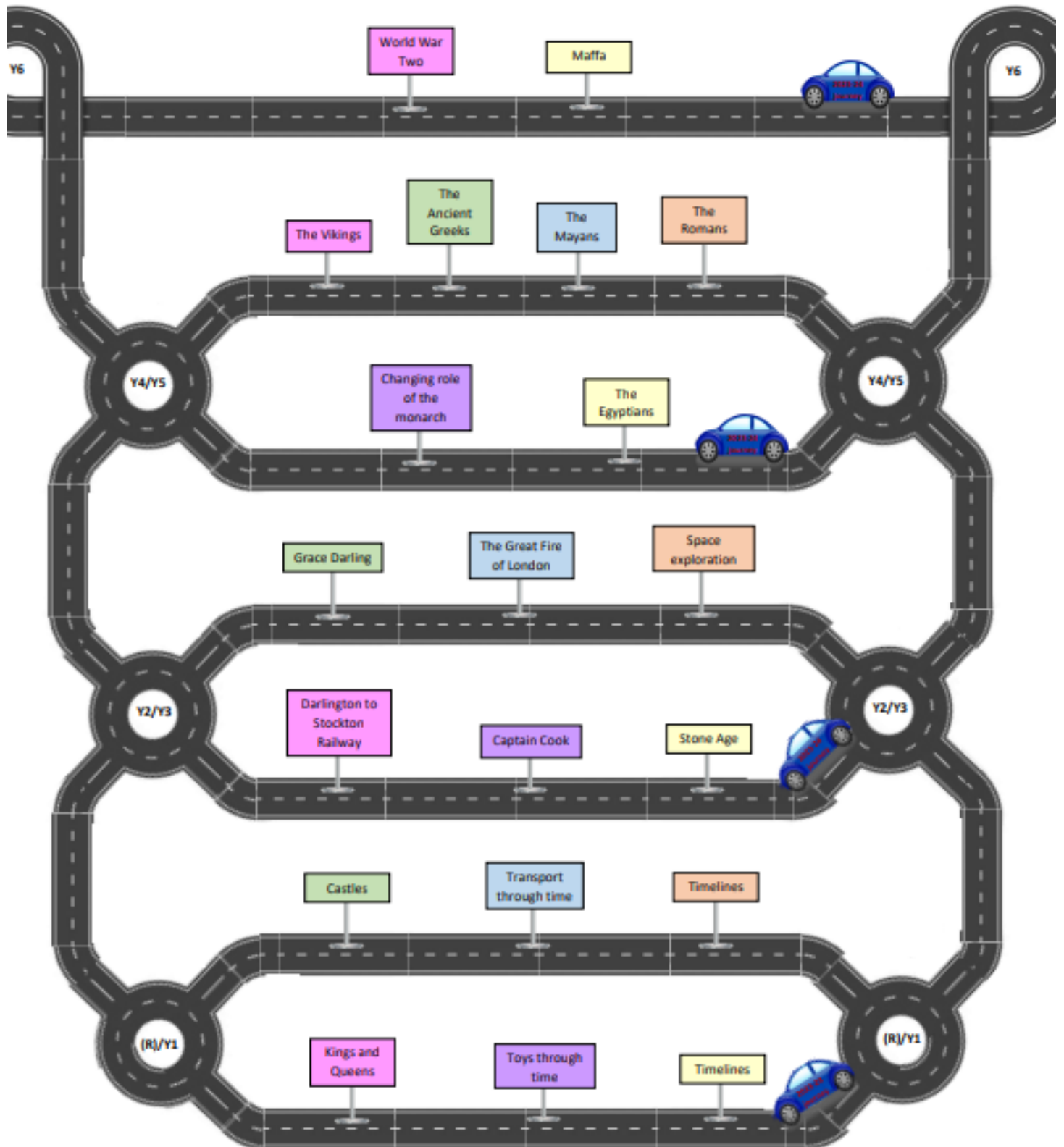
Implementation-

How we teach History at Mandale Mill Primary School-

At Mandale Mill, the National Curriculum programme of study serves as the foundation for our planning. Half termly topics are developed and taught throughout the year, ensuring a comprehensive educational journey for pupils from Reception to Y6. Our History Curriculum is intricately woven with the knowledge and Understanding of the World that children acquire in the Early Years Foundation Stage (EYFS). The curriculum has been meticulously structured to outline the vocabulary, knowledge, and skills that students will acquire at each stage of their learning journey, facilitating steady progress over time. Each half term, topics are carefully selected to foster cross-curricular links and enhance holistic learning experiences.

Roadmap -

Road Map Through Mandale Mill Primary School



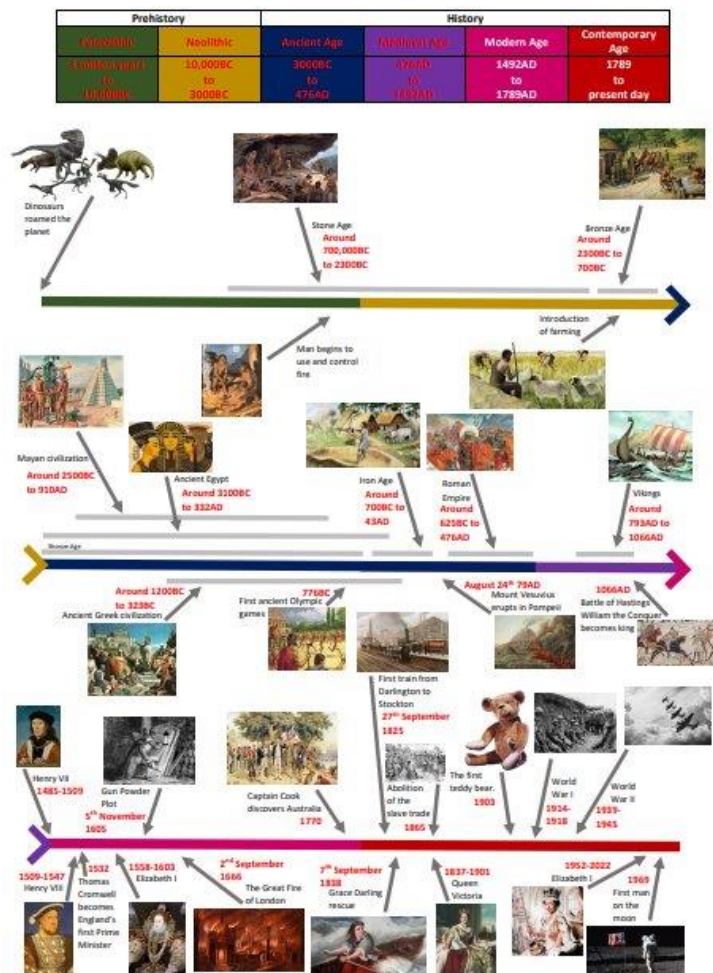
How is learning evidenced in History?

All pupils at Mandale Mill Primary School from Years 1-6 have a History exercise book where their learning is evidenced through a variety of activities. A Knowledge Organiser (KO) is presented for each half termly topic, which enables pupils to access essential knowledge, vocabulary, explanations, skills and key terms on one document.



In addition to the KO, History books will include a visual overall narrative of the periods children have previously studied to see where their current learning fits –

For example-



Structure of History lessons-

At Mandale Mill, History is a rich tapestry woven into the curriculum, offering pupils a glimpse into the past through a structured approach. The half term begins with the introduction of the History topic, carefully linked by the teacher to the overarching theme of the term. Students delve into historical events through various exciting avenues in their books, showcasing their understanding. Additionally, pupils are encouraged to utilise the Mandale Mill policy History timeline, aiding them in visualising the progression of historical events. Furthermore, children have easy access to readymade timelines which outline key historical events they have previously studied. These handy references, placed at the front of their books, serve as valuable tools supporting their ongoing historical journey and progression in the subject.

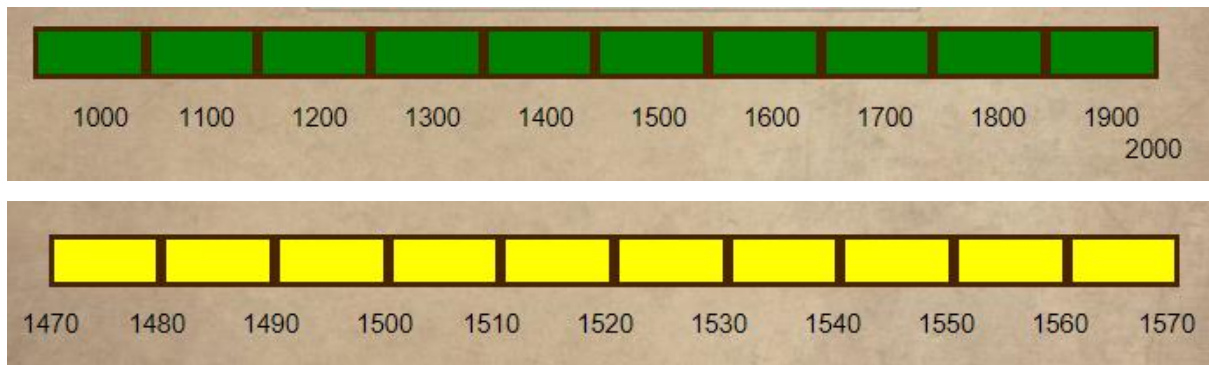
SEND-

In every history lesson at Mandale Mill, all teachers ensure that the diverse needs of all learners, including those with Special Educational Needs and Disabilities (SEND), are fully met. Through careful planning and thoughtful differentiation, each child is supported to access the curriculum and make progress in their historical understanding. For example, visual aids such as timelines and maps are used to help children with visual impairments or specific learning difficulties comprehend the sequence of events and geographical contexts. Additionally, audio resources and interactive activities are sometimes provided for students with hearing impairments or auditory processing issues to engage with the historical content effectively. Differentiated tasks cater to the varying abilities and learning styles of the pupils, ensuring that everyone can participate and achieve success in their History learning journey. By embracing a holistic approach that values inclusivity and individualised support, Mandale Mill embraces every child's right to a high-quality History education.

Resources-

At Mandale Mill various resources are utilised to enhance the teaching of History. From interactive online platforms to engaging textbooks and artefacts, teachers employ a range of tools to bring history to life for our young learners. Additionally, school trips and visits from special guests play a pivotal role in enriching students' historical understanding. By experiencing historical sites first hand or listening to stories from historians, children are able to make connections with the past in a meaningful way. These immersive experiences not only deepen knowledge which brings our History curriculum to life.

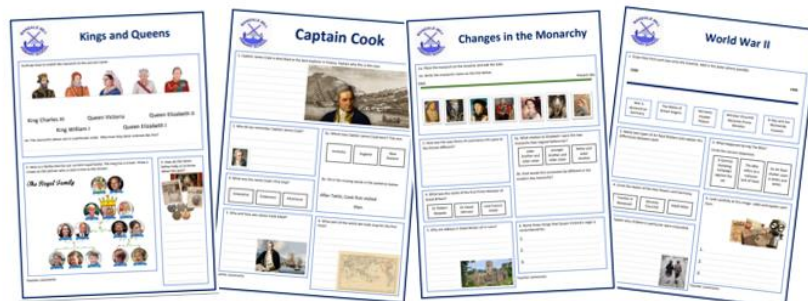
Timelines –



These timelines are used in all year groups from Y1-Y6 to ensure continuity and consistency across school.

Impact-

At Mandale Mill, teachers assess the learning of History through various methods. Students' engagement, understanding, and application of historical knowledge are carefully observed during lessons. Thought-provoking questions are asked to encourage critical thinking and gauge the depth of children's historical understanding. Discussions play a vital role in assessing history learning, allowing pupils to articulate their thoughts, share perspectives, and collaboratively build upon their historical knowledge. Additionally, a half-termly 'topic quiz' is administered to assess students' retention of key historical facts and concepts. These quizzes help identify areas for further support and track students' progress over time, enabling teachers to pinpoint strengths and areas for improvement at the point of learning. Teachers then use the quiz alongside teacher judgement from AfL to assess whether children are Working Towards (WT), Expected (EXS), or Greater Depth (GDS) at the end of each unit. The data is inputted onto SharePoint to enable the Teaching and Learning lead, Curriculum Lead, and History subject leader to track and monitor progress over time.



What should children be able to do as a result of the history curriculum?

The History curriculum covers three core skills –

1. Chronological understanding
2. Historical Interpretation and Enquiry
3. Organisation and communication

Embedded within these core skills are seven Core Concepts –

1. Exploration
2. Invasion
3. Cultural Change
4. Rebellion
5. Power and Empire
6. Technological Advancement
7. Crime and Punishment

Early Years-

In Early Years and Foundation Stage (EYFS), History is introduced to young learners in an engaging and accessible way. Teachers often use storytelling to bring historical events to life, sparking children's imagination and curiosity. Through interactive activities such as dressing up in historical costumes or exploring artefacts from the past, pupils begin to develop a basic understanding of chronology and how things have changed over time.

Furthermore, History is integrated with other subjects, such as literacy and art, allowing children to express their understanding through writing, drawing, or even crafting historical objects. By incorporating games, puzzles, and role-playing activities, teachers at Mandale Mill create a fun and immersive learning environment that encourages active participation and critical thinking skills. Through these multi-sensory experiences, pupils start to grasp fundamental historical concepts and begin to appreciate the significance of events that have shaped the world we live in today.

Monitoring-

At Mandale Mill, the progress of pupils and the quality of teaching and learning in History is carefully monitored and reviewed to ensure continuous improvement. This is achieved through a structured monitoring cycle and subject leader action plan, which includes learning walks, pupil and staff voice, and book looks. The History leader provides feedback to staff to ensure they are confident in delivering all areas of the History curriculum, enabling children to make progress and build on their learning year after year.

History is a subject celebrated with great pride at Mandale Mill. Parents and carers are invited to a 'Celebration of Learning Event' at the end of each half term, where children

have the opportunity to showcase their learning to their families, allowing them to celebrate their on-going achievements.

Responsibility of History Leader:

- Formulating, reviewing and updating policy document guidelines.
- Ensuring the Long-term plan of work is implemented.
- Ensuring that the curriculum is relevant to the ability and needs of all pupils and reflects cross curricular opportunities, special educational needs and equal opportunities.
- Producing an action plan.
- Monitoring standards of teaching and learning in accordance with the monitoring schedule.
- Informing the Head teacher and curriculum lead of standards and developments within the subject.
- Keeping up to date with the latest developments and inform staff.
- Acting as a consultant to other members of staff.
- Liaising with outside agencies.
- Organising and maintaining resources.
- Monitoring progress and checking pupil understanding of key skills and knowledge
- Tracking assessment within the subject area
- Liaising with Governors and other stakeholders.
- Provide CPD to staff where necessary
- Work alongside curriculum leader

This policy will be monitored by the History Leader. They will also ensure that the policy is working in practice and review it every two years.

This policy should be read in conjunction with the Teaching and Learning policy.



Article 3: All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Article 28: Every child has the right to a good education.

Article 29: Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.