



HISTORY

SUBJECT POLICY

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VISION

At Marton Manor Primary School, our vision for the History curriculum is rooted in a profound commitment to fostering a rich and enduring understanding of the past. Through an engaging and high-quality teaching approach, we aim to ignite curiosity, stimulate critical thinking, and cultivate a profound appreciation for the significant people and events that have shaped both Britain and the wider world. We believe that by imparting historical knowledge and essential skills, our students will develop a sense of identity, heritage, and a broader understanding of the complexities of life.

INTENT

At Marton Manor Primary School we strive to ensure all pupils gain a coherent knowledge and understanding of not only Britain's past but that of the wider world. Through high-quality teaching we aim to stimulate children's curiosity about the past and ensure they develop a deep understanding of significant people and events. Teaching will also equip children with key skills such as asking questions, thinking critically, evaluating evidence, developing perspective and forming arguments and judgements. We believe that the study of history makes a valuable contribution to their understanding of all aspects of life giving a sense of identity and heritage.

The History curriculum at Marton Manor makes full use resources within the immediate and wider local area enabling children to develop a deep understanding of the rich history of their locality. Topics are informed by the National Curriculum (2014) and are sensitive to children's interests, as well as the context of the local area. The History curriculum at Marton Manor is carefully planned and structured to ensure that children develop a good chronological understanding and that current learning is linked to previous learning.

Aims of the History Curriculum:

- To develop an interest in the past and an appreciation of human achievements and aspirations;
- To understand the values of our society;
- To learn about the major issues and events in the history of our own country and of the world and how these events may have influenced one another;
- To develop knowledge of chronology within which the children can organise their understanding of the past;
- To enable children to understand significant events in British history and to appreciate how things have changed over time.

- Children develop a range of skills and abilities - particularly those related to finding out about the past, explaining what happened and what people then and now think about what happened.

IMPLEMENTATION

TEACHING

Each year classes study three history topics. By the end of Year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They will be able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Egypt. Wherever possible, cross curricular outcomes in history are specifically planned for, with strong links between the history curriculum and English lessons enabling further contextual learning.

We enable children to find out about the past from a range of sources – using primary and secondary sources, handling artefacts, making use of local area and visits to museums and sites of historical significance. We develop children's understanding and skills in looking at and interpreting evidence including recognising that the past can be represented in different ways. We also develop children's skills of research and presenting findings in a variety of ways such as in written, oral or pictorial form as well as using ICT. At Marton Manor we teach children to identify why people did things, the main characteristics of different societies at different times including links between times studied.

The key historical concepts taught are chronology, settlements & social history, communication & invention and invasion & empire. Within the curriculum, it is highlighted which disciplinary knowledge each learning step focuses on. The disciplinary knowledge and historical enquiry skills we teach are cause & consequence, change & continuity, similarity & difference, historical significance sources & evidence and historical interpretation.

All lessons are designed around the learning questions set out in the curriculum document and follow the school's lesson design format of retrieval, vocabulary, explain and model, check understanding, apply learning and review learning.

RESOURCES

A range of resources are available for the teaching of history including both primary and secondary sources. All artefacts are kept in the history cupboard in topic boxes. Teachers can also make use of loan boxes from several local museums to enhance their teaching.

RECORDING AND EVIDENCING LEARNING

In EYFS and KS1 the majority of pupils' learning will be discussion based. Key texts will be used to engage pupils and deepen their understanding of historical concepts and knowledge.

In KS2 the tasks pupils complete will be linked to the disciplinary knowledge and historical enquiry skills taught. They will be given a 'Think like a historian' heading.

All lessons are to be accompanied by a 'Can I ...?' statement. Teachers will assess outcomes of pupils by annotating these at the end of lessons.

MEETING THE NEEDS OF ALL PUPILS

At Marton Manor all children have access to history lessons and activities regardless of age, sex or ability. Teaching approaches provide equality of opportunity by making sure the work is suitable for all, considering religious and cultural beliefs and enabling those with disabilities to have full participation.

IMPACT

After successful implementation of the history curriculum, children will be confident and able to talk about what they have learnt in history using subject specific vocabulary. At Marton Manor, pupils enjoy history and are able to recall their learning over time. Their work demonstrates that history is taught at an age appropriate standard across each year group with opportunities planned in for pupils working at greater depth. Work is of good quality and demonstrates pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence.

QUALITY ASSURANCE

The Subject Leader, working in conjunction with the Headteacher and the Local Governing Body, is responsible for assuring the quality of the history provision across school. This is done in the following ways:

- Assessment data analysis
- Learning walks
- Book scrutiny
- Pupil interviews