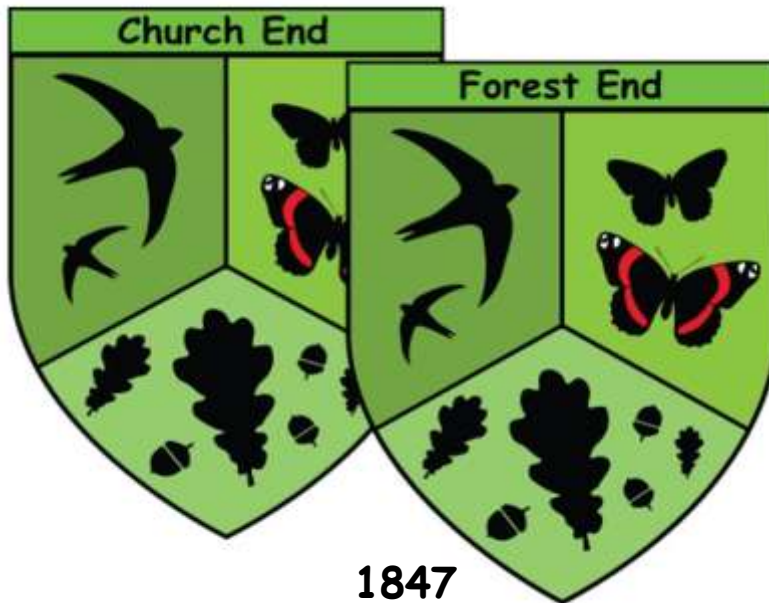


MARSTON MORETEYNE VC SCHOOL



HISTORY POLICY

January 2025



History Intent:

At Marston Moreteyne School we believe that a high quality History education helps our pupils to gain a coherent knowledge and understanding of the past which can be used to guide their beliefs and values for a brighter future.

Our History curriculum is designed to have concepts weaved throughout every year group in order to encourage purposeful repetition to ensure the progressive development of Historical concepts, knowledge and skills. This consistently builds on previous understanding so that our children are striving to become Historians who understand their own significance in the world which will remain with them for the rest of their lives

We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. Thus they learn to value their own and other people's cultures. We teach children to understand how events in the past have influenced our lives today, to investigate these past events and, by doing so, children develop the skills of enquiry, analysis, interpretation and problem-solving. It is our duty to encourage all children to take part in a variety of historical activities in order for them to develop.

This policy outlines the teaching, organisation and management of History taught and learnt at Marston Moreteyne School. Our learning is sourced from the 'Cornerstones Curriculum' which offers children a broad and balanced curriculum by following a clear knowledge and skills framework, building upon the National Curriculum programmes of study and is underpinned by a four-stage approach: Engage, Develop, Innovate and Express.

Our cross-curricular learning enables the children to expand on their knowledge of a focus topic and apply their learning across a range of other subjects. Our ever-increasing use of the local area and curriculum enriching visits to places of interest and educational value helps to further embed the knowledge and skills learnt by the children.

It should provide every child with the opportunity to:

- Know and understand elements of British and Global history.
- Know and understand how people's lives have shaped our nation.
- Know and understand significant aspects of the history of the wider world e.g. ancient civilisations, expansion and disillusion of empires, achievements of mankind etc.
- Understand historical concepts such as continuity and change, cause and consequence, similarity and difference.
- Understand and use the methods of historical enquiry, including how evidence is used to make historical claims.

Reception:

Understanding the World: through play and adult guided activities children will learn:

- To comment on images of familiar situations in the past.
- To compare and contrast characters from stories. Including figures from the past.

Key Stage One:

Our Cornerstones Curriculum objectives:

- To learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- To learn about events beyond living memory that are significant nationally or globally.
- To learn about 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.
- To learn about significant historical events, people and places in their own locality.
- To 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.
- To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- To 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.
- To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

Key Stage Two:

Our Cornerstones Curriculum objectives:

- To 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.
- To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- To 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.
- To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- To learn about changes in Britain from the Stone Age to the Iron Age.

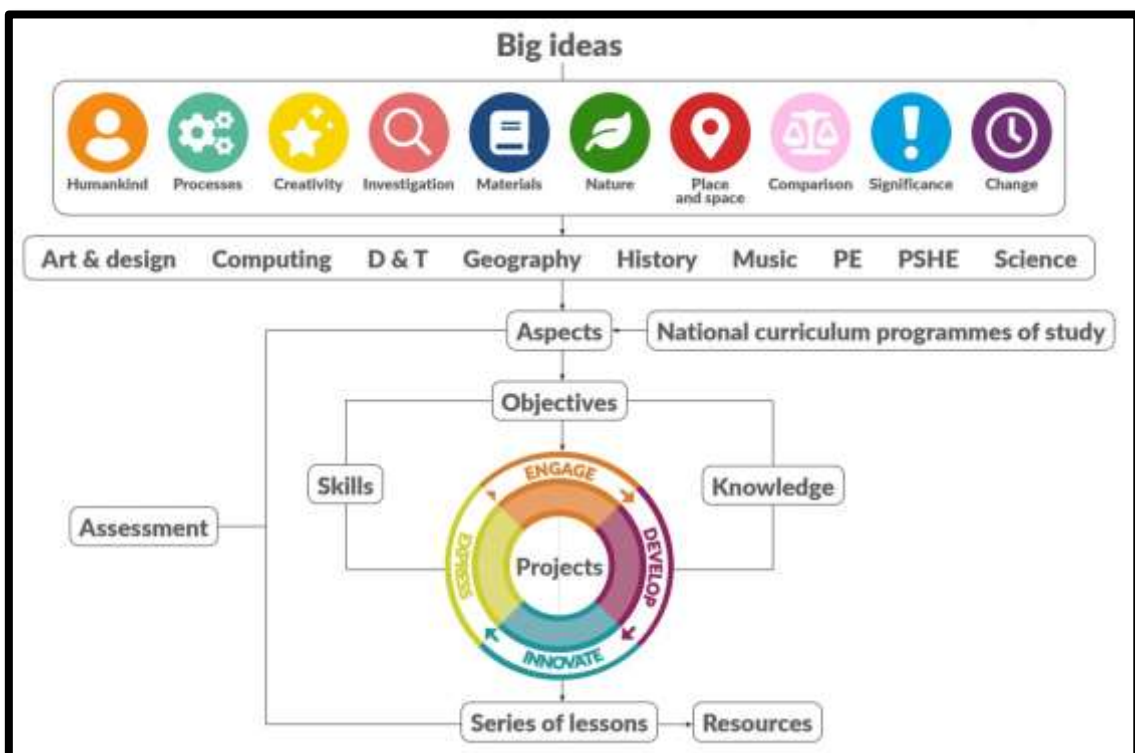
- To learn about the Roman Empire and its impact on Britain.
- To conduct a local history study.
- To learn about Ancient Greece - a study of Greek life and achievements and their influence on the western world.
- To learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
- To learn about Britain's settlement by Anglo-Saxons and Scots.
- To study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
- To learn about 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.
- To learn about 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.
- To 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.

History Implementation:

Our curriculum intent is achieved through a rich array which is inspired and developed by our Christian Vision. Our curriculum has depth in knowledge, skills and meaningful experiences.

Our Big Ideas are symbolic of our desire to prosper and give hope for the future

Our History Curriculum focuses on the seven Big ideas: Creativity, Humankind, Change, Materials, Place, Materials, Significance and Comparison.



When planning, teachers cover the 'Cornerstones Curriculum' through a creative and cross-curricular approach which ensure the smooth progression of skills without duplication. Teachers refer to the 'Cornerstones Curriculum Projects' for lesson sequences as a tool to support planning.

The class teacher will ensure that curriculum activities allow for differentiation amongst the children where appropriate. Through assessment for learning, summative and formal assessment, activities will be presented and extended at an appropriate level to give each child the opportunity to develop and utilise their individual skills and knowledge. We recognise the fact that in all classes there are children of widely differing abilities and backgrounds, and we therefore seek to provide suitable learning opportunities for all children.

Information and Communication Technology:

We acknowledge that ICT enhances children's learning in History. Computing is used, where appropriate to enhance and develop children's learning. This could be using the internet to find about the past or using programmes to present findings from their learning.

Inclusion:

As a school we ensure that our curriculum is engaging and accessible to all children in our school community to achieve and thrive. Teachers do so by using ongoing judgement, formative and termly summative assessment to set ambitious targets and plan challenging work for all groups of pupils, including:

- High Attaining pupils,
- Pupils with low prior attainment,
- Pupils from disadvantaged backgrounds,
- Pupils with SEND,
- Pupils with English as an additional language (EAL),
- Pupils with SEMH challenges.

All pupils, regardless of need and including all those of protected characteristics will have equality of access to the curriculum.

Further information can be found in our statement of equality and objectives, in our SEND policy and in individual subject policies.

Impact of History:

Our curriculum design will lead to good progress for all pupils, regardless of their starting points, over time. Planned learning will progressively build on prior knowledge and understanding and support children in producing outcomes of the highest quality.

Teachers will assess children's work in History through a variety of methods. Firstly, during each lesson the teacher will observe the children and ask questions to assess their understanding to begin with. Open and closed questions should be used throughout the lesson to a range of children.

After each piece of learning the teacher will use the Marston Moreteyne marking scheme of assessment and feedback and see if they have met the learning objective for that lesson.

The teacher should refer to the objectives during the lesson so all pupils understand what they have to do to achieve. Teachers also complete the foundation assessment grids termly stating which children are Emerging, Expected, or Exceeding.

The History Leadership team will monitor the delivery and planning of the History Curriculum to ensure planning and teaching matches the aims and purpose outlined in this policy in a suitably progressive way.

They will take into account Pupil Voice in their understanding of the impact of the intent and implementation of delivering high quality History lessons.

January 2025