

# Moss Park Junior School History Policy

Purpose and Aims	
<b>Purpose of History at MPJS</b> <ul style="list-style-type: none"><li>▪ To give pupils a coherent overview of time, place, people and events in British, local and world history</li><li>▪ To enable pupils to appreciate and understand the complexity and diversity of societies and civilisations; and to recognise that their life today in Britain is affected by ideas, people and events from the past</li></ul>	
<b>Aims</b> <ul style="list-style-type: none"><li>▪ To ignite curiosity by using historical evidence to critically investigate and interpret the past</li><li>▪ To develop a chronological framework for learning about life in past times</li><li>▪ To develop pupils' skills as historians to research, discover and use the language of the past and communicate their learning in a variety of ways</li><li>▪ To provide a breadth of historical time periods and people to study to give pupils an overview of world history</li></ul>	
Provision	
<b>Our curriculum is categorised in two ways:</b> <p><b>Breadth</b> – the relevance and requirement that gives pupils experiences of a range of historical figures and periods.</p> <p><b>Depth</b> – the understanding that helps pupils to think and act like historians.</p> <p>Whilst coverage is our goal for the 'breadth' elements, repetition and increasing understanding is our goal for the 'depth' elements.</p> <p>Every opportunity is taken to relate history to the needs of our pupils. We use first-hand experience, visits, visitors and artefacts from the local and wider environment to engage children's interest and imagination.</p> <p>History is a stimulus and a springboard for the development of oracy, writing and for the development of thinking and reasoning skills. Stories, plays and poems set in different periods of history are shared with the children.</p> <p>The British History topics are ordered chronologically from Year 3 to Year 6 as per the National Curriculum statutory guidance. Many topics provide opportunities to study the local area and enable pupils to see the link between past and present. We study ancient civilizations - the Ancient Egyptians and Greeks and a non-European society that contrasts with British history. We have chosen to study early Islamic civilization. There are also opportunities for pupils to study themes across the different historical periods (in the local area and a non-European society).</p> <p>Through their understanding of the past and of lives in different conditions, children will be encouraged to develop their feelings and empathy for others. Through their understanding of the past children will be helped to develop an understanding of their identity as a British citizen. Children will learn about the development of democracy, our government, the Monarchy and the Law. They will learn about rights and responsibilities. History will promote our pupils' social, moral, spiritual and cultural development.</p>	
Teaching and Learning, Progression and Assessment	
<p>When teaching History at MPJS, we teach children to think as historians and become curious about the past. A variety of teaching approaches are used to help pupils to develop historical skills, a historical perspective and factual knowledge of the past.</p> <p>These include but not limited to:</p> <ul style="list-style-type: none"><li>▪ investigating artefacts and sources of evidence</li><li>▪ visiting the local area and historical sites</li><li>▪ drama and role play</li><li>▪ debates</li></ul>	

We place an emphasis on teaching topic specific vocabulary and overarching vocabulary, for example, civilisation, empire and conflict. We ensure that pupils understand the terms BC and AD and use them when referring to dates and time periods.

### **Progression in History**

Our History curriculum has four main areas of learning, which mirror the four aims of the subject. These are:

- Chronological Knowledge
- Historical Concepts
- Interpretations and Enquiry
- Organisation and Communication

We set out our year group expectations in these four areas as well - these skills are built on year on year. We have also identified the key knowledge pupils will acquire during each lesson, each topic and over the year. We call this knowledge '**End Points**'. It is expected that most pupils will have a secure understanding of the age related expectations by the end of the year and some will have a deep understanding.

### **Inclusion**

History at MPJS is designed so that all pupils can and should receive their entitlement to history within a broad and balanced curriculum. Those working towards expectations will work on the same tasks but may need greater support and may not complete all levels of an activity. They may choose to demonstrate their knowledge and understanding orally or visually, to avoid limited literacy skills hindering their achievements within the subject. Where possible, pupils will be supported through paired and group work. Questions posed within sessions provide opportunities for all pupils to be able to contribute. Pupils showing secure understanding will be expected to undertake activities with greater independence and to be provided with some opportunities to make choices on how they learn and can communicate their knowledge.

### **Assessing and Reporting**

We assess pupils' knowledge, skills and understanding in History each term and use this to plan teaching activities that support pupils in meeting our curriculum expectations for the end of a year. Our skills progression document ensures that pupils have lots of opportunities to deepen and extend their learning throughout each topic, over the year and throughout the Key Stage.

### **Monitoring, Evaluation and Improvement**

The role of the subject leader in monitoring pupil outcomes is to audit teachers' judgements. Leadership time within the school day is planned carefully so that subject leaders can effectively monitor and evaluate their subject. The subject leader then works collectively with teachers and the Senior Leadership Team to examine the strengths and areas for development in History provision. The History subject leader then creates action plans to improve achievement. The History subject leader keeps track of the improvements they have secured over time to understand how effective he or she is as a leader.