



**Mexborough St John the Baptist
Church of England Primary**

History Policy

*A people without the knowledge of their past history,
origin and culture is like a tree without roots.*

-Marcus Garvey

Intent:

Our intent is that our teaching of History will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. We aim for it to inspire pupils' curiosity about the past and to know more about the past. We aim to enable children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. We aim to teach children to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

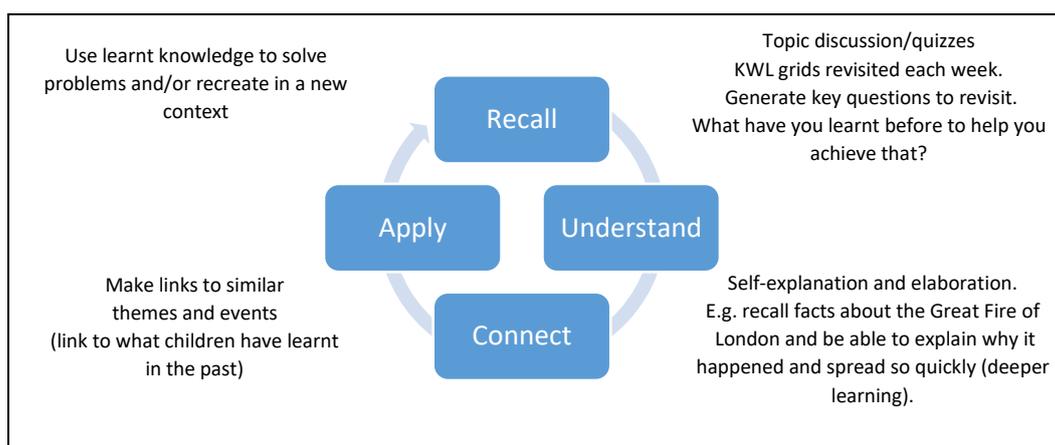
Implementation:

The children at Mexborough St John's study a range of significant people, periods and events that occurred in British and international history. The history curriculum makes full use of resources within the immediate and wider local area enabling children to develop a deep understanding of the rich history of their locality. As the children progress through the years, their History learning delves deeper and further into the past. Links and comparisons to our lives, in the present day, are explored.

When teaching History topics, we start with a key question to engage and focus learning. We prioritise offering our children a wide and inspiring set of experiences through drivers such as launch events, trips, visits, purpose and learning celebrations.

Key concepts of religion, government, trade, conflict and resolution, change and legacy are taught throughout school allowing children to understand what they mean in the contexts of different periods of History. Clear content sequencing, progression maps and knowledge organisers, place this in the context of long-term knowledge growth.

Intelligent repetition of key concepts enables children to strengthen memory over time, thus leading to deeper understanding. It is essential that children remember the knowledge that they have been taught so that learning 'sticks' for them to understand new knowledge, make learning links and apply this in different contexts. The core skills of recall, understand, connect, and apply are used to facilitate this.



Early Years

Staff follow the Early Years Foundation Stage (EYFS) Statutory Framework which aims to guide children, to make sense of their physical world and their community. Listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our diverse world, which has changed over time. Pupils are introduced to vocabulary associated with history as they explore the passing of time in their own lives.

Key Stage 1:

History is shaped by numerous significant people and events. In Year 1, children learn about the lives and experiences of significant people from their own locality, Britain and the wider world. During Year 2, children learn about the adventures of polar explorers before studying the Great Fire of London to help them understand how the past is represented in different ways; using a range of sources to ask and answer questions. By the end of Key Stage 1, children have an understanding of why and how some events are so significant as to be commemorated today.

Key Stage 2:

In Key Stage 2, pupils will continue to develop their knowledge of our key concepts. Familiarity with these key concepts ensures learning is understood, links are made and applied to new contexts. In Key Stage 2, History learning delves deeper and further into the past. Children begin by exploring the role and impact of invaders during the Roman and Viking eras before understanding how life and society changed during key points in British History by studying the Tudor, Victorian and WWII eras. In addition to creating a chronological understanding of British History, children have the opportunity to learn about the diversity of societies from the wider world. Topics include Ancient Egypt, Ancient Greece and the Aztecs.

Differentiation for vulnerable groups (SEND, Pupil Premium, etc.)

As the curriculum is supposed to be challenging for all Pupils, some may find this trickier to access. Throughout the teaching sequence ensure learning is differentiated and the Teaching Assistant is deployed at all appropriate points. Bear in mind ideas to include SEND Pupils to ensure they can access learning alongside their peers.

Impact:

Pupils' learning over time, reflects the intended curriculum. The concepts and big ideas provide the schema through which meaning is made and helps to ensure long term knowledge growth. This in turn ensures pupils know more and can do more.

Research shows that repetition of course content leads to sticky learning; the transfer of knowledge from the short term to long term memory. At Mexborough St John's, we achieve this through regular retrieval practise. Children can speak with confidence about what they have learnt and how they can apply this to other parts of their learning.

Assessment:

Assessment is ongoing through history units of work and includes a range of techniques to be more supportive of learning. Assessment may be done through assessment questions included on knowledge organisers, teacher questioning that probes understanding, marking and feedback and retrieval practice.

The impact of our curriculum will be seen not only in measurable attainment and progress, but that St John the Baptist Primary School creates polite, well-mannered caring members of our school community who understand and respect everybody's differences and needs.