

History policy
MELBOURNE JUNIOR SCHOOL
March 2025



Approved by:

Full Governing
Board

Date: 31/03/2025

Last reviewed on:

2022

Next review due by:

March 2027

Policy Statement

This document is a statement of the aims, principles and strategies for the teaching and learning of History at Melbourne Junior School.

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies, as well as their own identity and the challenges of their time. It also provides an opportunity for pupils to develop their critical thinking skills, helping them to make logical, reasoned judgements. In addition, it supports them to interrogate evidence and ask perceptive questions.

National Curriculum Aims

The National Curriculum for History aims to ensure that all pupils:

- know and understand the chronological history of Britain, 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: ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies
- gain an understanding of abstract terms such as 'empire' and 'civilisation'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, frame historically-valid questions and create their own written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- 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.

Subject Provision

History lessons aim to develop historical skills and concepts which are transferable to any period of history being studied and will equip children for future learning through a coherently planned sequence of lessons which progressively cover the skills and concepts required by the National Curriculum. These key historical skills and concepts, which are revisited throughout different units, are: Historical Interpretations; Historical Investigations; Chronological Understanding; Knowledge and Understanding of Events, People and Changes in the Past; Presenting, Organising and Communicating.

The intention in lower KS2 is that children can work in chronological order from prehistory (Stone Age to Iron Age) and ancient civilisations (Ancient Egypt) to 1066. Upper KS2 allows children to embed this sequence of chronology with a wider selection of ancient history such as 'Ancient Greece' through to more modern history such as 'Battle of Britain'. This allows for children to truly develop and embed a sense of time and how civilisations were interconnected by building upon their prior learning. Children start to understand how some historical events occurred concurrently in different locations, e.g. Ancient Egypt and the Stone Age – Iron Age.

By the end of Year 6, the pupils should have developed their knowledge of the story of Britain and some elements of history in the wider world, including ancient civilisations. They will have also developed their key disciplinary skills throughout their learning, which they will be able to apply to a range of further historical contexts.

Planning

In planning to ensure continuity and progression, teachers should refer to the curriculum overview for the unit being planned, which outlines the prior learning relevant to the current unit, the key vocabulary to include, and key knowledge, skills and concepts to be covered (substantive knowledge, disciplinary knowledge and conceptual understanding). Opportunities for retrieval should be planned into each unit, covering both prior learning from previous units and from the current unit. For more information, see the **long term plan**, **curriculum overview** documents and **progression map**.

Teaching and Learning

To develop the children's knowledge, skills and understanding in History, we use a variety of teaching and learning styles and include enquiry-based activities. We encourage the children to ask and answer pertinent questions to develop their understanding. The children will:

- have access to sources such as artefacts, books and photographs
- visit museums and places of historical interest/significance
- research using resources from the internet, film clips and texts
- have opportunities to work independently or collaboratively.

Ensuring differentiation and access to learning for all in a fundamental and core element of inclusion. We ensure that suitable learning opportunities for all children are provided. We achieve this through differentiated tasks, expectations of outcomes, using resources of differing complexity and support from adults.

Links with other Curriculum Areas

English

History provides many opportunities for children to develop and apply their literacy skills including during historical enquiry and evaluating written sources. Children should be able to communicate in ways appropriate for the task and the audience.

Computing

Children use ICT in History where appropriate. They can use laptops, iPads and the internet to enhance historical understanding through research.

Geography

Pupils will use and develop their mapping skills and discover the location of places being studied during History and use their geographical knowledge to inform historical understanding e.g. location of natural resources, reasons for settlement.

Spiritual, Moral, Social and Cultural Development

History provides opportunities for pupils to reflect on their own experiences and that of their ancestors. It provides the chance to understand the consequences of actions and to develop reasoned views about moral and ethical issues. It also develops an appreciation of the wide range of cultural influences that have shaped their own heritage.

Assessment

Assessment in History includes:

- Engaging in dialogue with pupils - both asking and answering questions
- Observing practical activities
- Discussing pupils' work with them
- Marking work against the learning objective (see school's marking guidelines and policy).

These judgments inform future planning and enable teachers to differentiate or address gaps in learning accordingly. At the end of a unit, teachers will assess against objectives on the Insight tracking tool.

Teachers will assess each child at the end of each academic year, using the following descriptors:

- Working towards age-related expectations
- Working at age-related expectations
- Working above age-related expectations

Monitoring

It is the responsibility of the History co-ordinator to monitor the standards of children's work in History. The co-ordinator is also responsible for supporting colleagues in the teaching of History and being informed about current developments in the subject.

Resources

Most History resources are stored centrally in the resources area at the back of the Teaching Room in labelled boxes for each topic. Each teacher is responsible for borrowing and returning the resources they require. Some year-group-specific artefacts are stored within year group classrooms/bay areas and other relevant books are available in the library.

Equal Opportunities

We believe the History curriculum should provide access for all children to learn regardless of ability, gender, race and religion. We aim to deliver the curriculum in a broad, balanced and differentiated manner as each child should be given the same opportunity to learn.

Evaluation and Review

This policy will be observed in practice by the Head Teacher and the subject co-ordinator as part of the monitoring process.