



Mottram C.E. Primary School

History Policy

Curriculum Drivers

Through History we interweave our drivers in as many ways as possible. For example:

Communicators: Children will explore how to communicate their learning in a range of ways. They will be able to present information that they have learnt as well as their opinions using a range of different technologies. They will be encouraged to give their viewpoints in a way that is respectful to others.

Explorers: Children will explore the History around them and in the wider world. They will learn where they fit in and what changes the world has gone through. Where possible, we will seek a wide range of different resources for children to learn from.

Reading: Reading in History plays a key role for learning new information. They will be given a range of sources in different forms from which they can gather facts. The use of high quality texts will allow children to immerse in the life of the past. They will learn vocabulary that links to the topic around them.

Believers: All children through learning about the events of the past will be encouraged to know how their actions and the impacts of others can change the world around them.

Intent

At Mottram CofE Primary School, we believe that History fires children's inquisitiveness about the past and the wider world. History helps children to develop transferrable skills they can use across the curriculum and in later life, such as asking perceptive questions and thinking critically. Here at Mottram, we intend -

- To stimulate the children's interest and curiosity about the past.
- To foster interest and enjoyment in learning with the use of artefacts, practical activities and field trips.
- To enable children to gain knowledge and understanding about historical periods, significant events in the past and lives of people in the past and to appreciate how things have changed over time.
- To develop a sense of chronology.
- To help children understand society and their place within it so that they develop a sense of their own identity.

Teaching and Learning

Here at Mottram, History teaching focuses on enabling children to think as Historians. We focus on helping children understand that historical events can be interpreted in different



ways and they are encouraged to ask historically valid questions. We encourage visitors to come into school and talk about their experiences of events in the past. Listening to visitors allows the children to hear real life experiences and to generate their own questions. Teaching staff ensure there is a balance of whole class, group work and individual learning in History lessons.

EYFS

During the Foundation Stage the children are given opportunities to find out about past and present events in their own lives, those of family members and other people they know. In the Foundation Stage, History makes a significant contribution to developing a child's 'understanding of the world' through activities such as looking at pictures of famous people and discovering the meaning of old and new in relation to their own lives.

Key Stage 1 (Years 1 and 2) Key Stage 2 (Years 3-6)

During Key Stage 1, The National Curriculum focuses on developing children's awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In Key Stage 2, children should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

History Planning

History is taught throughout Key Stage 1 and 2, using the Cornerstones Curriculum which is a creative approach to learning. Each year group will cover 6 topics throughout the year, which are carefully selected to ensure that each child experiences the appropriate range of coverage, skills and objectives expected at their level of learning. At Mottram, we have mixed aged classes. We have therefore developed a three-year topic plan for each key stage based on the Cornerstones Curriculum to ensure children do not repeat any topics.

Cross-Curricular Links

History contributes significantly to the teaching of other subjects within our school. For example, teachers plan English lessons that are historical in nature. Children develop oracy



through the discussion of historical questions and develop their writing by composing reports and letters. History teaching contributes to the teaching of maths in a variety of ways. For example, children use numbers when developing a sense of chronology through doing activities such as timelines. Computing is also used during the teaching of History. Children are encouraged to research information using the internet and to present written work.

Resources

Teachers use resources from the Cornerstones Curriculum relating to the topic they are working on. Books and the Internet are our biggest resources.

Assessment

Assessment in history is an integral part of the teaching process as it is used to inform planning and to facilitate differentiation. Children are given verbal feedback throughout History lessons and books are marked according to our Marking Policy. To assess children, teaching staff use their knowledge of each child and an Essential Skills list to assess whether children are working towards, at or above the expected level in History. Assessments are recorded on a termly basis.

Equal Opportunities

At Mottram CE Primary School, we aim to give every child the opportunity to experience success in learning in History (and all other subjects). Teachers ensure children are given opportunities to achieve as high a standard as possible to fulfil their potential by planning classroom activities to challenge and involve all children appropriately, according to age and capability, ethnic diversity, gender and language background