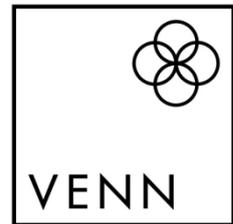


Mountbatten Primary School

History Policy

Reviewed By	Approved By	Date of Approval	Version Approved
Chris Gatenby	Governing Body	27.2.20	



Aims and Objectives

The aim of History teaching is to stimulate the children's interest and understanding about the life of people who lived in the past. The children are taught 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 in modern, multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today.

Whole School Curriculum Intent

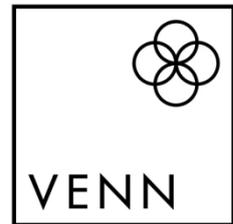
At Mountbatten Primary School we carefully design, plan and implement an ambitious curriculum to provide breadth, depth and balance for every pupil. Our balanced approach to the curriculum is not at the expense of high standards in core subject areas and ensures that all pupils access the full curriculum. High standards and enabling all pupils to reach their potential is of vital importance if they are to succeed at the next stage of their education, and to go on to achieve in their chosen career path.

Through careful sequencing of the curriculum, we build in many opportunities to build on prior learning of knowledge, skills, vocabulary and understanding in every subject. This ensures that pupils are able to make links between prior learning and new learning; and gradually develop a deeper understanding of the skills and processes within subject, at their own pace and in the best way possible for each individual child.

Our full and rich curriculum, with its excellent range of experiences, ensures that every pupil at Mountbatten Primary School makes excellent progress academically and personally, while ensuring that every child is given the opportunity to shine and flourish.

Subject Curriculum Intent

- The History curriculum is designed to equip pupils with an understanding of time periods, significant events and significant individuals that have taken place, including in and from our local area, and understand the chronology of these
- Pupils to learn key facts and information to understand what life was like in the past and why life is like it is now
- Pupils are able to use knowledge to compare aspects of life from different periods
- Pupils make links between historical knowledge taught across school to deepen their understanding of the world we live in now
- Provide different experiences to enhance the learning, motivation and engagement of pupils which will improve retention of knowledge and encourage pupils to make links



Subject Curriculum Implementation

The implementation of the History curriculum is through a number of elements, outlined below:

- LTP
- MTP
- Curriculum knowledge
- Subject specific skills
- Subject specific vocabulary
- Recap of prior learning
- Finishing thinkers/challenges
- Assessment
- Teacher subject knowledge
- Resources

Subject Curriculum Impact

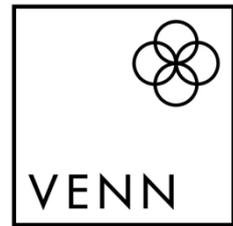
- Outcomes of pupils in each year group
- All pupils leave Mountbatten Primary School with secure historical knowledge to understand what has taken place in the past to shape the world as they know it
- Pupils to use their historical knowledge to have informed opinions about how the world has changed

Curriculum Planning

History is a foundation subject in the National Curriculum. At Mountbatten Primary School, History is a key driver to the topics being studied in each year group. Key knowledge for each topic is identified through curriculum knowledge documents, and a progression of skills document is used to ensure skills are appropriately developmental across each year group.

We carry out the curriculum planning in History in three phases: long-term, medium-term and short-term. The long-term plan maps out the units covered in each term in each year group. The Long Term Plan is devised by the SLT with input from all staff.

The Medium Term plans are written to identify what is being taught in each half term for each year group, with History or Geography being the key driver. These are written in phases, and are checked by subject leaders and SLT.



The class teacher is responsible for writing the Short Term plans for each lesson. These plans list the specific learning objectives and expected outcomes of each lesson. The class teacher keeps these individual plans, and the subject leader looks at them in conjunction with samples of work and during learning walks.

Teaching and learning activities are planned in History so that they build on the prior knowledge of the pupils and continue to develop skills and understanding, so they are knowing more and remembering more of the curriculum. The progression of skills for History is used when planning the year group Medium Term Plans, so that the children are increasingly challenged as they move through the school.

Subject Provision across the School

EYFS

We teach history in the EYFS as an integral part of the topic work covered during the year and we relate the history side of the children's work to the objectives set out in the Early Learning Goals. History makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world.

Key Stage 1

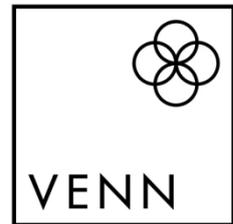
Pupils in Key Stage 1 learn about changes in living memory, events beyond living memory and the lives of significant individuals both nationally/internationally and from the local area. They are able to sequence key events on a timeline and start to make comparisons to live in the past to now.

Key Stage 2

Pupils in Key Stage 2 learn about significant historical events from the past. They are able to place the time studied on a timeline and understand how this relates to the current year. They are able to make comparisons to life during significant events in the past, and how some of these events have shaped the world we live in now.

Resources

There are sufficient resources for all History teaching units in the school. There is a good supply of topic books in both the KS1 and KS2 libraries, and we use a range of websites to support children's learning. A wide range of educational visits are organised to support the History curriculum.



Assessment of Subject

Teachers assess children's work in History by making assessments as they observe them working during lessons and their outcomes from each lesson, using the National Curriculum objectives. This allows the teacher to make termly assessments of attainment and progress for each child.

Teachers formally assess the children's work using the online assessment tool, OTrack. The children are assessed as Working Towards (WTS), Expected (EXS) or Greater Depth (GDS).

Role of the Subject Leader

The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The History subject leader writes a termly subject report to the Head of School and Governors, which includes an evaluation of the strengths and weaknesses in the subject is included and areas for further improvement are indicated.

This policy will be reviewed every two years.