



GUIDELINES FOR HISTORY 2025

Aims:

- To develop the children's sense of identity through learning about the development of Britain, Europe and the world.
- To build children's historical knowledge, understanding and skills when learning about different eras.
- To improve standards throughout the school in line with our Teaching and Learning Policy.
- To promote enthusiasm and curiosity about History and those who have come before us.

Objectives:

- Children complete 8 History study units in their time at GMJS to ensure breadth of study.

Year 3	Year 4	Year 5	Year 6
Changes in Britain from the Stone Age to the Iron Age Ancient civilisations with a focus on the Egyptians	Ancient Greece Roman Empire and its impact on Britain.	Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor A non-European society that provides contrasts with British history –Mayan civilization c. AD 900	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – WW2 linked with a local history study.

Within these topics children focus and build on the following historical skills and concepts:

- Chronology
- Continuity and change with
- Similarities and differences
- Cause and consequence
- Significance
- Interpreting sources and asking Questions
- Vocabulary and writing

TEACHING AND LEARNING OF HISTORY AT GMJS

- History is taught in modular system annually, see whole school module overview for the timings for each year group.
- Visits, visitors and special events to enliven the curriculum are actively encouraged.
- Cross curricular links are made where possible with other NC subjects:

Literacy - History gives reasons, ideas and motivation for writing. It gives opportunities to develop Speaking & Listening through storytelling, hot seating, questioning and all aspects of drama.

PSHE - History provides many examples of injustice and dilemmas that children can relate to and enjoy discussing e.g. persecution of the Jews, treatment of women. Also how our society functions

today are a consequence of the legacy of past cultures e.g. Ancient Greece and our democratic system of government.

RE – Studying different religions and how these changed over time in different civilisations.

Computing – Using the internet as a source for research. Using technology to enhance and record their learning.

Art - Interpretation of portraits, decoration of vases, mosaics, hieroglyphics, recording of events.

Geography – Locating different civilisations and invasions. Looking at our local history in Stockport.

Maths - Chronology/dates: mathematical methods of past cultures/imperial measure of currency.

PLANNING AND ASSESSMENT

- Each study unit is planned using the lesson model for history based around a key enquiry question and teaching historical skills and knowledge together.
- Planning is kept in the medium term planning file.
- Assessment is on-going throughout the teaching of each study unit. After each lesson, assessment of progress is made in relation to that particular learning objective and is recorded on the medium term plans. At the end of each unit children complete an end of unit assessment to showcase all that they have learnt and if they have meant the key question for that unit.

MONITORING

- Planning, teaching, children's work and displays are all monitored regularly by the History Subject Leader. This monitoring process includes discussions with teachers and children to seek their views and understanding as well as learning walks and book looks. Feedback is given to SMT, staff and when appropriate, Governors and amendments to teaching and learning is made in relation to findings.

RESOURCES

- We have a number of artefacts for each unit as well as many written and virtual sources.
- Each year group goes on a History trip and/or takes part in a special event in school such as Year 3 to Manchester Museum, Year 5 to Tatton Park and Year 6 to the Air raid shelters.
- Resources are kept by each year group and the History co-ordinator is advised if further resources are required.