



History at Great Moor Junior School

Intent

The aim of History teaching at Great Moor Junior School is to stimulate the children's interest and curiosity and develop understanding about the lives of people who lived in the past. We teach children a sense of chronology and to develop a sense of identity and a cultural understanding based on their historical heritage. They learn to value their own and other people's cultures by considering how people lived in the past, the process of change and the relationships between different groups in Britain's past and that of the wider world. We teach children to understand how events in the past have influenced our lives today and how this can influence decisions about the challenges of their time. During our teaching of history we also teach them to investigate past events and by doing so, to develop the skills of enquiry, analysis, interpretation and problem-solving.

Our curriculum for History aims to ensure that all pupils:

- Develop an understanding of the chronological narrative, from the earliest times to the present day.
- Know about significant events and people in British history and how things have changed over time.
- Have some knowledge and understanding of historical development in the wider world.
- Develop their vocabulary and understanding of terms such as empire and civilisation.
- Develop an understanding of historical concepts such as cause and consequence and use these to make connections, investigate, question, analyse and evaluate.
- Being to understand society and their place within it so that they develop a sense of their cultural heritage.

Children complete 6 History study units in their time at Great Moor Junior School to ensure breadth of study. These units are taught chronologically as much as possible so that the following topic can be taught as a continuation of the chronological narrative of Britain and the wider world. Children can then also start to make links and understand the consequences of significant events and people.

Year 3 historical studies

Topic 1: The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt from 7500BC to 30BC.



Topic 2: Changes in Britain from the Stone Age to the Iron Age from 2.5million BC to 43AD. We have chosen to teach this topic second despite it starting earlier as the continued study ends later and focuses on changes in Britain which compliments the study of the Romans in the following year. It also then allows children to place the study of the Egyptians and other early civilisations on the timeline of British changes from the Stone Age to Iron Age and make comparisons.

Year 4 historical studies

Topic 1: Ancient Greece – a study of Greek life and achievements and their influence on the western world from 800BC to 31BC

Topic 2: The Roman Empire and its impact on Britain from 753BC to 410AD. This is taught second in Year 4 as it allows the study of Anglo-Saxons to directly follow from this in Year 5.

Year 5 historical studies

Topic 1: Britain's settlement by Anglo-Saxons and Scots from 410AD to 793AD.

Topic 2: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor from 793AD to 1066AD.
These topics are taught back to back as a continuation of British history.

Topic 3: A non-European society that provides contrasts with British history. We have chosen topic: Mayan civilization c. AD 900 as this links with the Year 5 geography topic of South America to help children make links to the history of the wider world. We also focus on how it can contract with the Vikings in Britain to develop the knowledge they have built earlier in the year.

Year 6 historical studies

Topic 1: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. We have chosen to study Life in Britain during World War 2 as this links to our Year 6 local history study of Stockport and a visit to the local air raid shelters.

Implementation

The History curriculum is led by Sian Macintyre, who monitors, reviews and celebrates good practice as well as making updates and improvements in line with new findings.

- History is taught in modular system annually, see whole school module overview for the timings for each year group so that pupils get to focus on becoming great historians and really developing their skills in the chosen half term for their historical study.
- Visits, visitors and special events to enliven the curriculum are actively encouraged and used throughout the school to engage children and help embed their learning and skills.

We aim to use the follow model for our history lessons to ensure all the necessarily elements are included and delivered in an exciting way to inspire curiosity.



Always engage pupils in a valid historical enquiry or puzzling key question through which the learning grows over the sequence of lessons.
Sometimes the objectives will relate to pupils devising their own enquiry questions and ways of tackling them.

Historical Enquiry

Always include objectives for building knowledge of all the aspects shown here.

This "Now knowledge" will relate to the particular period and issue being studied while reinforcing knowledge from earlier work as appropriate to strengthen "hereafter knowledge"

Knowledge of:

- People, events, situations and developments
- Chronology and characteristic features
- Historical terms

Understanding of:

- Evidence
- Interpretations
- Cause
- Change
- Similarity/Diff

Within any sequence of lessons, **always** include objectives for developing pupils' understanding of (usually) one or two of the listed elements. The selection and precise focus for this will be reflected in the key question. (See "historical enquiry").

Communication

Always require pupils to organise and communicate their findings at the end of the sequence so their learning gains coherence.

Sometimes the objectives will relate to helping pupils to communicate clearly. They should use their understanding of the history to help them decide how to organise and present their ideas most effectively.

During the half terms that History is not the main module subject being taught, other activities will be used to continue the development of children's historical knowledge, skills and understanding. These include;

- Cross curricular links made where possible with other NC subjects.
- Significant anniversaries or special events are celebrated throughout the school in a variety of ways which are decided each year. E.g. VE day, Remembrance Sunday.
- Half termly activities, each of which based on a different historical skill and knowledge the children have built up over their time at Great Moor Infant and Junior school, to be conducted.



Impact

A successful History pupil at Great Moor Junior School would have developed an interest in the events and lives of people who lived in the past, a sense of some chronology and is able to use their historic skills to explore their topic further. They should also be starting to develop an understanding of their own heritage and the effects the past has had on them today. Objectives for each year group are presented in the schools progression document which is also stuck into all pupil's history books. These objectives are explicitly written on the planning for each lesson and will be presented to the children as the learning objective.

The impact of our History curriculum is measured in many aspects:

- Children across school enjoy History lessons and take an active part in them.
- Pupil and staff voice is used to assess the effectiveness and success of the teaching and learning of History.
- History books show the learning journey of pupils over their time at GMJS and should show that fluency and mastery in their historic knowledge, skills and vocabulary is incrementally improving.
- Teacher assessment on pupils 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 the unit each child is assessed against the 5 aspects of History and the skills required for their year group. These are recorded in their books on the progression chart and each objective is highlighted if the child has been successful. The shorter half termly activities can also be used as evidence that children are able to meet these objectives. The objectives are written in child friendly language so teacher may go through these with the pupils and allow them to self-assess against these as well.

If pupils are not able to meet the objectives and aims set out in our history curriculum then our subject lead and class teachers will find opportunities to be able to continue to develop their skills and plug any gaps in learning. This can be done through the smaller history tasks completed each half term or through use of the knowledge organisers to help embed learning. The subject leader will also adapt and adjust planning and resources accordingly for next year.