



IGNITE INNOVATE INSPIRE

Policy for History (updated Sept 2024)

“Study the past if you would define the future.” — Confucius

How has the past affected our life?

Curriculum Vision:

At Monkhouse, we believe all children will be ambitious, courageous, resilient, respectful and kind so that they fulfil their unique potential and become active members of the wider global community. We aim to ignite a passion for learning and exploring History as it teaches children to understand the present as well as the past, and to appreciate how events in the past have influenced our lives today.

What we teach in our History curriculum

At Monkhouse, we provide a broad balanced and progressive History curriculum, which is integrated into other areas of the curriculum where appropriate. In History, our curriculum is driven by enquiries, these focused, specific, historically enquiry based questions allow children to learn and interpret the past to gain a better understanding of how events in the past have influenced our lives today. Through our History curriculum we aim to inspire children to investigate these past events and develop key disciplinary historical skills, this is knowledge of how historians study the past and construct accounts, to be able to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. We hope to inspire children to understand the world in the past in order to define their own experiences and future.

In History, our curriculum is designed to allow the children to learn about ‘How has the past affected our life?’ Key historical concepts of legacy, settlement, agriculture and government are underlying features of lessons and are planned for in order to allow curriculum links to be made and to promote critical thinking about the past and present and the impact on our lives. This helps children to develop an awareness of their position in the world and actively link their knowledge across the curriculum.

How we teach our History curriculum and Project Based Learning Opportunities

In the EYFS we prepare children for the primary history curriculum; developing an understanding of subject disciplines through four main aspects of Understanding the Past and Present; People are Born, Grow up and Grow old; We Make and Keep Memories; We Remember Special Times and Time Passes. In doing so, we build knowledge, concepts and vocabulary sequentially over time. We promote and develop children’s understanding of passage of time and related vocabulary through daily classroom routines, practice and conversations. A wide variety of aspects of time, such as day to night and seasonal changes are explored through daily story telling opportunities. The aspect of People are Born, Grow up and Grow old will be explored through sharing stories, photos and videos about growing and different life stages. Learning is further enriched through the opportunity to talk to, explore and question; adults, parents and grandparents about their own childhood and experiences of growing up. As well as through role play of adults and small world play. We will promote the aspect of we make and keep memories through opportunities to recall experiences and sharing memories of special times, exploring ways that people keep memories through photographs, videos, their own learning journals and precious objects. Through the final aspect, we remember special times, children will begin to experience and remember some of the ways whole communities celebrate important times such as Remembrance day and celebrations across cultures and religions. This knowledge and understanding will be promoted through stories, art, traditional crafts, songs, dance, cooking and role play.

In KS1 and KS2, we will teach history through a broad, balanced and progressive curriculum. Each year group will use a history scheme of works which is specific to; the period of history, historical event or significant historical person to be taught. The scheme of work clearly sets out the legacy and impact on our

lives from the period of study, what we will cover, important dates and key vocabulary. At the beginning of every history lesson we will plan for the opportunity to retrieve previously taught disciplinary and substantive skills and knowledge. We also use a standardised timeline to develop chronological understanding. Every lesson is underpinned by chronology. Both the overall narrative of history and internal narrative of a lifetime, event or full period are vital to piece together the complex and intertwining history that we teach. Children will learn how the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. We explicitly model the links between prior learning and new learning, to support children to learn more and remember more. History is broken down into key historical concepts, (settlement and agriculture, government and legacy) to ensure these are revisited throughout throughout KS1 and KS2.

In KS1, the history curriculum will provide pupils with the opportunity to learn about local and British history. They will be taught about the history within living memory and beyond living memory, using common words and phrases relating to the passing of time. They will be taught a wide vocabulary of everyday historical terms. Children will ask and answer questions, choosing and using parts of stories and other historical sources to show that they know and understand key features of events. In KS2, the history curriculum will provide the opportunity for all pupils to 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 will note connections, contrasts and trends over time and develop the appropriate use of historical terms. They will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children will construct informed responses that involve thoughtful selection and organisation of relevant historical information. They will understand how our knowledge of the past is constructed from a range of sources.

Throughout school, children are given the opportunity to work with a range of historical sources and are encouraged to critically analyse their use and reliability where relevant; the skills required to do this progress through school, but using sources and looking at the legacy of the time period is ingrained throughout lessons. We use technology to enhance our History lessons in an innovative and engaging way through the use of tools like Google Earth and Maps, video production tools and virtual reality. Children use ICT to research, record and present information in digital forms e.g. Imovies, book creator, keynote and Green Screen. Teaching and activities will allow all children to make progress across a lesson, irrespective of their starting level. During a lesson or series of lessons, all children will access mastery through a number of ways.

Assessment and Monitoring

In History our curriculum is taught and assessed using SOLO and on an enquiry based approach. Focused, specific, historically valid questions allow children to learn and interpret the past to gain a better understanding of it, allowing children the opportunity to showcase their learning of substantive knowledge, disciplinary skills and make links cross curricular links and previous learning. This assessment approach assesses key substantive and disciplinary knowledge in a unit and this helps identify children who require more support or have a greater depth of understanding. At the end of each term, the subject leader provides feedback to the SLT through a subject leader report. This includes analysis of data and evidence in books and details actions for the coming term based on the analysis. Where necessary, staff support and CPD is delivered on the outcomes of this monitoring.

Participation - Community, School, Local, Regional, National and Global

At Monkhouse we recognise the importance of community links to both the pupils, parents and the wider community. For example, children undertake fieldwork by interviewing family and older friends about changes in their own and other people's lives. We have access to, and are able to handle artefacts through the T & W museum, box of delight artefact loan scheme. We go on visits to museums and places of interest, linked to the period of study such as: Beamish Open Air Museum, National museum of the Royal Navy, Vindolanda Roman Fort and the George Stephenson Railway museum. Children have access to a wide variety of secondary sources such as books and photographs. We provide a range of activities to support and enrich learning in school; these include opportunities for children to be able to listen to and interact with stories from the past through visitor talks and specialists providing history workshops.

Extra Curricular

At Monkhouse, we offer a range of Extra curricular activities to support and enrich learning in school. Over the course of the year, we offer opportunities for children to work collaboratively on History projects both in school and with our wider collaborative group of schools. We participate in a whole school memorial on Remembrance day. Representatives from our school attend and represent the school for Holocaust Memorial Day, in collaboration with other schools across North Tyneside. Commemoration of historical anniversaries and key historical figures are marked through whole school assemblies and celebratory days, such as the Platinum Jubilee of Elizabeth II and VE day 75th year celebrations.

INVOLVEMENT WITH EXTERNAL AGENCIES

Monkhouse Primary school subscribes to membership with the Historical Society, which provides opportunity for staff to keep up to date with CPD through sharing of resources, publications and journals. Membership also provides access to schemes of work, subscription to Primary history magazine, which provides advice, resources and support for planning and delivery at EYFS, Key Stage and Key Stage 2 as well as access to digital teaching resources. At Monkhouse, we work alongside external agencies and partners such as the Local Heritage Education Manager for Historic England, who supports our learning of local heritage.