



**Maharishi
School**
CONSCIOUSNESS-BASED EDUCATION

Primary Phase History Policy

2024 – 2025

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Signed by:

Headteacher

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Date Sept 24

Chair of Governors

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Date Sept 24

INTENT

“The innermost value of life is deep silence. From it arise the various areas of activity, tiny to tremendous activity. All these areas of life are integrated and perfectly coherent when the inner depth of consciousness, which is pure consciousness, shakes hands with the outer dynamism of great activity. This is brought about by Transcendental Meditation.”
Maharishi Mahesh Yogi

“The reservoir of energy and intelligence is at the source of thought. It’s obvious that whatever energy and intelligence is displayed through our action, it all comes through our thinking - thinking is the basis of action - and whatever energy and intelligence is displayed in thinking originates from the source of thought. The secret of success is in handling the source of all energy.” Maharishi Mahesh Yogi

At Maharishi School we strive for each child to reach the full potential of their creativity and their intelligence. We do this by practising Transcendental Meditation and Word of Wisdom and by following the path of Consciousness-based Education, applying Maharishi’s principles of teaching.

• Intelligence

Intelligence can be enlivened and applied through these principles: -

- o link inner values with outer values in the pursuit of knowledge for a purpose.
- o develop each student’s ability to discern finer and finer parts in the context of bigger and bigger wholes.
- o help pupils to look for and recognise universal patterns.
- o adapt teaching to take account of the individual character of each pupil’s own intelligence.

• Knowledge

Knowledge can be enlivened, structured and organised through these principles: -

- o teach knowledge in the context of human purpose
- o develop knowledge holistically by connecting everything that is taught to the Self of each pupil

- **Experience**

Experience can be enlivened, extended and deepened through these principles: -

- o integrate knowledge with experience in the development of Complete Knowledge
- o extend each pupil's own experience in relation to knowledge taught and in conformity with their own nature through appropriate applications and practical work
- o involve all the senses and organs of action in constructing learning experiences – where it is safe and practical.

- **Expression**

Expression can be enlivened and enhanced through these principles:-

- o encourage pupil expression at the start of each learning cycle to stimulate the desire for growth
- o consolidate learning through the expression of knowledge and skill encourage the expression of fullness of life, through a wide range of expressive modes.

"Our teaching at Maharishi School intends to expose our students to the most positive values, emphasising the bright future and not the gloomy past. We aim to bring out the qualities that are lively in every situation, e.g., the impulse for freedom, the desire for more balance. We will inspire the students with the achievements of the great heroes of the nation, and the contributions to humanity made by the great men and women in any time of history. We focus on the upsurge of positivity that upholds progress and evolution throughout history.

In history, as in every other discipline, our teaching intends to introduce the students to the significant people relevant to the subject. We aim to establish the validity of the discipline by describing the accomplishments of these great people. We will point out their achievements and the knowledge they needed to make those achievements. 'This would not be possible if he did not know this and this.' Our

teaching will show the personal and practical utility of that knowledge. 'This man was a great engineer, and he knew how to calculate this and this...' This inspires the students to become great geniuses in that field, and motivates them for more knowledge."

Aims

History teaching at Maharishi School aspires to give all children a strong understanding of the world around them through the study of past, current issues, significant individuals, cultures and significant historical periods, whilst acquiring specific skills and knowledge to help them to think methodically, to gain an understanding of research, observations, and evaluation processes and also an understanding of the uses of history, today and for the future. We aim:

- To help children understand the present in the context of the past and chronology.
- To arouse interest in both British history and that of the wider world whilst encouraging questioning, speculation, and enquiry.
- To foster a sense of identity and an increased understanding of pupils' own position in their own community and the world.
- To foster an understanding of various cultural backgrounds and to prepare pupils for adult life by helping them to understand the nature of the society in which we live.
- To contribute to children's knowledge of how societies and people have developed over time.
- To promote the development of skills such as balanced argument, hypothesis, chronology, sequencing, awareness of points of view, observation, evaluation, research, comparison, deduction, and role-play.
- To enrich and support other areas of the curriculum using resources which link to our areas of learning in history.

- To teach children how to compare a range of historical events to gain knowledge and understanding of historical concepts such as continuity and change, cause and consequences and use them to make connections.
- To use the history topics to provide opportunity for children to create their own structured accounts, including narratives and analysis.
- To develop children's use of historical vocabulary and introduce skills and ideas about using evidence.
- To support children's development of a historical perspective by placing their growing knowledge into different contexts.

Our history curriculum intends to prepare each student for their next phase of education whilst also providing students with a broad and balanced view of the 'History of Britain' and other societies and epochs. The process of undertaking research and investigation also develops intrinsic skills necessary for critical modes of thinking; a deeper understanding and tolerance towards those of other cultures and beliefs.

Both history coordinators at Maharishi School (primary and secondary) collaboratively created a 'Progression of skills and knowledge in History' map, that aims to build upon a pupil's previous skills and knowledge. The document also maps out the history topics that are intended to provide students with a broad and balanced insight to the historical aspects of the world around them. To correlate with our CbE key ideas, the following are at the forefront of our planning and delivery of the history curriculum.

1. Using a variety of sources to ask and answer questions. **CbE - Life is found in layers.**
2. To use subject-specific vocabulary and chronology. **CbE - Order (is present everywhere)**
3. Children are inspired to do and know more, they are able to transfer knowledge and make real life links. **CbE - The whole is more than the sum of the parts.**
4. Children are engaged, excited and involved. **CbE - We're here to enjoy.**

Implementation

As part of the planning process, teachers need to plan for and use the following key points:

1. A 'History Progression of skills and knowledge map' is used in order to sequence topics and ensure that the key skills and knowledge are developed and embedded at each stage of a child's learning journey so that they are effective and relevant.
2. Regular lessons which carefully plan for progression and depth, enriched with engaging content and resources.
3. National Curriculum objectives are used to inform planning and the main resource used is Hamilton Trust Science Scheme and the Historical Association Units.
4. A variety of visual, kinaesthetic and auditory materials are used to help with lesson planning, the delivery of lessons and to support learning needs of each individual.
5. School displays for history will help pupils to recall the prior learning, skills and knowledge, whilst also providing a means for children to share their findings and work with others.
6. Opportunities are created for pupils to share ideas, experiences and ask their own questions about historical events or topics.
7. Children are to experience engaging and exciting lessons.
8. Vocabulary is built upon as children move to their next year group. This is to provide children with a rich array of vocabulary that they understand in relation to primary history.
9. Subject leaders will review the delivery of history lessons in each class through the observation of pupils' work, lesson observations and liaising with other schools in subject training and moderation events.

10. In ensuring high standards of teaching and learning in history, we implement a curriculum that is progressive throughout the whole school.

In addition, we measure the impact of our own curriculum through a variety of methods: Teachers regularly reflect on their own lessons and always strive to look for improvements on how to further develop their own subject knowledge and lesson delivery through further subject knowledge training. Teachers use a range of assessment strategies throughout lessons, such as observing children's work and ideas; listening to children's discussions about their learning and setting tasks to evaluate the knowledge and skill development. Children are given a variety of opportunities to demonstrate their skills and knowledge and best practice is shared at designated staff meetings and books are monitored bi-annually.

EYFS

We teach history in the Reception class as an integral part of the topic work covered during the year. We relate historical aspects of the children's work to the CbIDS Principles and Early Years Goals set out in the Early Years Foundation Stage which underpin the curriculum for children 0 to 5.

History makes a significant contribution to the development of each child's Knowledge and Understanding of the World under the heading 'Time'. We provide activities such as examining photos of themselves at birth and looking for change over time, using stories that introduce a sense of time and people from the past, comparing artefacts from different times e.g., teddies, and making the most of opportunities to value children's histories from their own and other cultures.

Key Stage 1

In Key Stage 1, the children will begin to develop their understanding of the concepts of the past, present and future and will be supported to develop an understanding of the chronology of their own and their families' past. Children will be given the

opportunity to develop their historical knowledge; subject-related vocabulary and their researching skills through learning about significant national and global events and lifestyles throughout history.

In line with the National Curriculum and Maharishi School's Programme of Study for History, children will:

- learn about significant historical events, people and places, within their own locality and on a global scale.
- be encouraged to listen and respond to information about a range of historical topics and start to develop key skills in researching and using evidence to help them ask and answer questions.
- learn how the past is different from the present by comparing events and aspects of life from within living memory and beyond living memory.
- learn about significant people throughout history who have contributed to our society.

Key Stage 2

In Key Stage 2, children will continue to develop knowledge, skills and an understanding of significant people, lifestyles, events and places from both the recent and more distant past.

Children will:

- learn about changes and continuity in their own local area, in Britain and in other parts of the world.
- look at history in a variety of ways e.g., from political, economic, technological, scientific, social, religious, cultural or aesthetic perspectives.
- develop greater independence in using different sources of information to help them investigate the past and use chronology and historical vocabulary to describe events, people and developments.

- be supported to construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- develop their ability to recognise connections, comparisons, and trends in national and global history, whilst learning that the past can be represented and interpreted in different ways.

Integration with other curriculum areas

English

History contributes to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening and we take the opportunity of combining history and English, when appropriate, in writing tasks. We ensure that some of the stories read to the children in both Key Stages are historically based. In Key Stage 2, this will include studying texts which can be linked to our history topics.

Mathematics

The teaching of history in our school contributes to children's mathematical understanding in a variety of ways. Children learn to use numbers when developing a sense of chronology through activities such as creating time-lines and through sequencing events in their own lives. They also study different number systems from past cultures e.g Roman numerals and Ancient Maya number system.

ICT

Information and communication technology enhances our teaching of History wherever appropriate. Children will be given the opportunity to research information through the Internet and libraries of digital texts and images.

Art

History topics can provide inspiration to the development of knowledge, creativity and skills in art. Pupils deepen their appreciation for human diversity, studying, celebrating and seeking inspiration from art forms from a range of different cultures and traditions.

Inclusion and Equal Opportunities

At Maharishi School we are committed to providing all children with an equal entitlement to our history lessons, activities and opportunities regardless of race, gender, culture or class. See Equality Information & Objectives Statement <https://maharishischool.com/about-us/policies-and-procedures>

History is for all abilities

At Maharishi School we recognise that in all classes, children have a wide range of abilities. The study of history is planned and adapted to provide pupils with a suitable range of activities, challenge and support which is appropriate to their individual abilities and needs. Curriculum planning ensures that all pupils have an equal opportunity to take part in every aspect of the history curriculum. In the planning and organisation of enrichment activities, specific needs of individuals are taken into consideration to ensure that all pupils can benefit.

Health and Safety

It is the responsibility of the class teacher to ensure that risks are assessed prior to, and during, history lessons, which may include handling historical artefacts or practical activities that may pose a risk. The class teacher is to inform Learning Support Assistants of any potential risks or hazards to be aware of during a history lesson. Pupils are also to be made aware of potential risks and hazards.

Impact

Our history curriculum is a high quality, well planned curriculum and aims to promote and demonstrate progression of key skills and knowledge for history, whilst also promoting an interest and understanding of the world around us, the past and significant events, cultures and individuals. Through our broad and balanced history curriculum, children from all backgrounds will have an understanding of their own history and of their place in Britain and the wider world. They will understand how historical concepts have driven the development of all civilizations and they will become increasingly critical and analytical within their thinking. Children will have

been taught the skills to make informed and balanced judgements based on their knowledge of the past, along with other skills such as using chronology. Children will become increasingly aware of how historical events have shaped the world that they currently live in and they will also have a further understanding of history on a local level through their own enquiries in local history topics.

The history curriculum at Maharishi School will also enable children to develop enquiry skills to pursue their own interests within a topic and further appreciate the impact of history on the world around us. The teaching strategies and lesson quality will ensure that children are able to retain prior-learning and explicitly make connections between what they have previously learned and what they are currently learning.

Assessment

Within the subject of history, teachers make judgments based on children's work in the lesson, matched against the learning objectives for that lesson. At the end of each unit, children are assessed at either working towards age-related expectation or working at age-related expectation. This assessment is determined based on the key skills and knowledge for history and whether children have met the year group objectives for a specific area of history. Assessment information is recorded and at the end of the school year this data is fed back to parents to inform them of their child's progress in history throughout the academic year.

Monitoring and review

The coordination and planning of the history curriculum are the responsibility of the subject leaders, who also:

- provides leadership in history to secure high quality teaching and learning,
- undertakes monitoring of standards in history and uses this to inform the History Subject Action Plan,
- plays a key role in motivation, supporting and modelling good practice for all staff, including the organisation and presentation of staff meetings,
- takes a lead in policy development and review,

- liaises with outside agencies and attends subject specific courses and,
- reports to the Senior Leadership team on history achievement and provision.