



History Subject Policy

Moorthorpe Primary School

At Moorthorpe, History will help us to unlock the past!

Our History curriculum aims to ensure that all pupils:

- learn about a wide range of historical events; locally, nationally and internationally.
- develop inquisitive minds with regards to what has gone before
- appreciate and respect previous generations
- are skilled historians, able to learn about key periods from the past using source material to determine how and why events took place
- visit local sites of historical importance such as Pontefract Castle
- understand the importance of museums as curators of knowledge and artefacts
- experience history brought alive within the school through specially organised visitors and themed events

We believe that history is a vital part of a broad and balanced curriculum that prepares children for life in modern Britain. Our history curriculum aims to inspire curiosity, develop critical thinking skills, and promote respect for different cultures and perspectives. This policy sets out our approach to teaching history in line with the expectations of the Ofsted Subject Review and the guidance of the Historical Association.

Content and Progression

Our history curriculum is organised into a series of progressive topics that cover key periods, themes, and skills in history. These topics are based on the National Curriculum for History and are regularly reviewed and updated to ensure relevance and challenge. Our curriculum includes the following areas of study:

- Ancient Civilisations
- British History (including local history)
- World History
- Significant People and Events

First-order Concepts

Our history curriculum is structured around the following first-order concepts, which we believe are fundamental to the study of history at Moorthorpe:

- **Technological advancements:** the development and innovation of tools, machines, and methods that improve efficiency and productivity. These have had significant impacts on societies and cultures, shaping the way people live and work, and contributing to economic and social changes.
- **Invasions and settlements:** the movement and migration of groups of people into new territories which have played a significant role in shaping political, social, and cultural landscapes, leading to the formation of new communities and the blending of different cultural practices.
- **Kingdoms, empires and power:** the structures of governance and authority that have existed throughout history and have had significant impacts on the lives of people within and beyond their borders.
- **Trade, employment and economics:** the systems of production, exchange, and consumption that shape economic activity and have played a crucial role in the development of societies, while also creating social and economic inequalities.
- **Inequality:** the uneven distribution of resources, power, and opportunities within and between societies which have had significant impacts on the lives of individuals and communities.
- **Our local area:** where we live, work, and learn. Studying our local area provides an opportunity to connect with the past, understand the ways in which our community has evolved over time, and appreciate the contributions of different individuals and groups to the development of our local history.

Second-order Concepts

In addition to the first-order concepts, we also focus on the following second-order concepts, which allow pupils to develop a deeper understanding of historical events and processes:

- **Cause:** exploring why events happened and their underlying causes
- **Consequence:** examining the effects of events and decisions on individuals and society
- **Change and continuity:** understanding how societies and cultures have developed and changed over time
- **Similarity and difference:** comparing and contrasting different periods and societies
- **Historical significance:** evaluating the importance and relevance of events and individuals in history

Teaching and Learning

Content is often structured around 'enquiry questions' in the manner proposed by The Historical Association. For example, work on the Romans seeks to answer the following:

- 1) When did the Romans invade and why?
- 2) Did the native Romans welcome or resist them, and why?
- 3) How did they influence the culture of the people already here?

Our history teaching and learning follow the principles of 'high challenge, low threat' and 'mastery learning', which means that we set high expectations for all children while providing the necessary support and feedback to help them achieve their potential. We use a variety of teaching and learning approaches to cater to different learning styles and abilities, including:

- Whole-class teaching and discussion
- Group and paired work
- Independent research and inquiry
- Role-play, drama, and storytelling
- Field trips, museum visits, and guest speakers
- ICT, multimedia, and interactive resources

In consistency with our school pedagogical philosophy, our history curriculum is designed to incorporate the principles of instruction developed by Barak Rosenshine. These principles include:

- Reviewing prior learning
- Presenting new material in small steps
- Asking a large number of questions
- Providing models
- Guided practice
- Checking for understanding
- Independent practice

The history curriculum also is prime for our implementing our approach to a rich curriculum. We intend to ensure that children are invested in their learning through the use of drama and role-play techniques. This can often be called our 'Let's say...' approach where delve into a hypothetical or historical situation and give the children the ownership of solving a problem that involves people and a place. We incorporate drama and role-play into our lessons wherever appropriate, to help pupils develop a deeper understanding of historical events and to encourage empathy with people in the past. This also helps us to fulfil our commitment to offering an 'active curriculum'.

Assessment and Progression

We assess children's progress and attainment in history using a range of formative and summative assessment methods, including written work, oral presentations, group projects, self-assessment and end-of-unit tasks. Teachers 'checking for understanding' throughout the unit helps them to adapt learning as they move through the content. Pupil voice and follow up discussions with school leaders help us to assess the impact of the taught curriculum. We use assessment data to plan next steps in learning and to review effectiveness for future units of work. We report

children's progress in history to parents and carers through regular parent-teacher consultations and written reports at the end of the year.

Resources and Partnerships

We use a variety of resources to support our history teaching and learning, including textbooks, online resources, historical artefacts, and local archives. We also work in partnership with external organisations, most notably through our membership of the Historical Association, to access training, resources, and expertise in history education. Links and networking with other schools also helps us to keep up to date with best practice.

Monitoring and Evaluation

We regularly monitor and evaluate the quality and effectiveness of our history provision through lesson observations, book scrutiny, pupil voice, and feedback from parents, carers, and external partners. We use this feedback to improve and develop our curriculum and teaching practices.

Conclusion

Our history curriculum aims to equip children with the knowledge, skills, and attitudes they need to become confident, informed, and responsible citizens. We are committed to providing a high-quality, engaging, and inclusive history education that reflects the diversity of our community and celebrates the richness of our shared human experience.

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