

History



Our history leader is Mrs Takhar.

INTENT

At the heart of our curriculum are our school drivers: Diversity, Responsibility and Opportunities. Here at Moat Farm Junior School, a high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past, help them to understand the diversity of the historical figures that have shaped our world; understand the accountability that different figures have held and how they have used that responsibility and what opportunities have been afforded in the past and what opportunities a high quality history education can offer.

Our curriculum for History aims to ensure that all pupils can:

1. Investigate and interpret the past, so that they can:

- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims
- understand how and why contrasting arguments and interpretations of the past have been constructed.

2. Build an overview of world history, so that they can:

- know and understand the history of Britain as a coherent, chronological narrative, from the earliest times to the present day
- know how the lives of significant people have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and mistakes of mankind.

3. Understand chronology, so that they can:

- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions
- create their own structured accounts, including written narratives and analyses.

4. Communicate their understanding of history, so that they can:

- Use historical vocabulary accurately
- Use literacy and numeracy skills in context to communicate their understanding effectively.

IMPLEMENTATION

Here at Moat Farm Junior School, history is delivered in the form of discrete lessons. Milestones are used to ensure that pupils progress and improve skills in the aspects of historical enquiry. History planning is personalised to the needs of pupils, challenging them and building on previous learning.

To further support the teaching of history pupils are afforded the opportunity to visit historical sites and experience visitors in school. Various whole school assemblies are delivered to the children throughout the year to discuss, remember and/or celebrate key dates in history.

Year	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5
3	Ancient Egypt	Builds on knowledge from KS1 Contrast Birmingham with city in another country - India?	6A Scheme Link to growing food and DT - can they grow the ingredients needed for their Sandwiches?	Stones Age to Iron age Early British History	
4	Ancient Greece		Local History The Tudors	Anglo-Saxons and Scots	
5	Roman Empire Roman visitor Link to DT Game box		Or Plan Bee	Theme in British History beyond 1066 Black country: Industrial Revolution?	
6	Mayans		Aspect of history beyond 1066: WWII	Vikings to 1066	6A Scheme Animal man visitor?

IMPACT

At Moat Farm Junior School, we want history provision to impact our children in the ways listed below. We want our children to become effective historians. In order to achieve that, our children will show:

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

We monitor the impact of our history provision through termly whole school pupil perceptions, termly assessments, lesson observations and monitoring of topic books.

The Romans

