



Montem Academy

History Policy



History

EVERYONE TO EXCEL THROUGH PRIDE AND AMBITION'

At Montem Academy, we teach a progressive History curriculum. Pupils explore History through whole school themes exploring British History, World History and Kings and Queens. The aim of history teaching at Montem Academy is to stimulate the children's interest and understanding about the lives of people who lived in the past. To help them to value the contributions and sometimes sacrifices made by people in the past, to develop an understanding of how the past influences the present and arouse pupils' curiosity about the past in Britain and the wider world.



The aims of History are:

- To teach the pupils a sense of chronology, and through this, a sense of identity and a cultural understanding based on their historical heritage. Thus, they learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today.
- To teach the pupils to understand how events in the past have influenced our lives today;
- To teach the pupils to investigate past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem solving.
- To encourage the pupils to think as historians. We place an emphasis on examining historical artefacts and primary sources.
- To provide the pupils with opportunities to visit sites of historical significance.
- To recognize and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past.
- To teach the pupils to understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as 'how do we know?' about information they are given.



History and the Reading and Language based Curriculum

Through teaching history as part of a Reading and Vocabulary based curriculum, we can:

- develop pupils' reading, language and comprehension skills
- promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues
- help pupils to develop a sense of identity and citizenship.

Teaching of History

We recognise the fact that in all classes there are children of widely different abilities in history and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- Setting Solo tasks, which are progressive and can have a variety of responses.
- Setting tasks of varying difficulty, enabling all children to work to their full potential.
- Providing a range of challenges using different resources.
- Using teaching assistants to support the work of individual children or groups of children.





Overview of study undertaken in each Key Stage:

The National Curriculum Programme of Study at Key Stage 1 focuses on developing children's awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Children should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at Key Stage 2





Pupils in KS1 should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life;
- events beyond living memory that are significant nationally or globally for example, the Great Fire of London, the first man on the moon or events commemorated through festivals or anniversaries;
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, Mary Seacole and/or Florence Nightingale and Edith Cavell; significant historical events, people and places in their own locality.



Pupils in KS2 should be taught about:

- The National Curriculum Programme of Study at Key Stage 2 should continue to allow children 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 should note connections, contrasts and trends over time and develop the appropriate use of historical terms;
- They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance;
- Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

History and the Reading and Language based Curriculum

Through the teaching of History as part of a 'Reading and Vocabulary enriched Curriculum', in addition to fostering historical skills we can:

- develop pupils' reading,
- encourage understanding of receptive and enrich expressive language
- foster comprehension skills
- promote pupils' awareness and understanding of gender, social, spiritual and moral issues
- help pupils to develop a sense of identity and citizenship

At Montem Academy, history is taught through a topic approach to engage and excite all our learners. Our long-term and medium-term plans map out the themes covered each term for each key stage. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term. Teachers plan lessons using Solo Taxonomy to ensure that there is progress, which enables pupils to move towards a deeper understanding of the skills and knowledge being taught. Reading and research will be incorporated into all History lessons.



Assessment and Recording

Assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Marking Policy.

Pupil Progress will measure pupils' knowledge and understanding, assessing what they already knew compared to what they have learnt. Pupils will complete KWL grids at the beginning of a unit and again at the end to ascertain the learning that has been retained by the pupils.

Monitoring:

Monitoring of the teaching and learning of reading takes place through various means:

- the sampling of children's KWL grids,
- teacher planning,
- lesson observations,
- book reviews.



History Autumn 1

1

Year 1
The Gundpowder
Plot

1605 AD

2

Year 2
The Great Fire of
London

1666 AD

3

Year 3
The Stone Age

4000 BC - 2,000 BC

4

Year 4
The Vikings

1013 AD

5

Year 5
The Victorians

1837 AD - 1901 AD

6

Year 6
WWII

1939 AD - 1945 AD

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History Spring 1

1

**Year 1
Significant People**

2

**Year 2
Explores**
1451 AD – 2023 AD

3

**Year 3
The Romans**
27 BC – 276 AD

4

**Year 4
The Ancient
Greeks**
785 BC – 31 BC

5

**Year 5
The Aztecs**
1100 AD – 1522 AD

6

**Year 6
The Egyptians**
6000 BC – 332 AD

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History Summer 1

1

Year 1
**Castles, Kings and
Queens**

1926 AD - 2025 AD

2

Year 2
Queen Victoria

1837 AD - 1901 AD

3

Year 3
**William the
Conqueror**

1025 AD - 1547 AD

4

Year 4
Henry VIII

1491 AD - 1547 AD

5

Year 5
Elizabeth I

1533 AD - 1603AD

6

Year 6
**Mary Queen of
Scots**

1542 AD - 1587 AD

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The Park Federation

Montem Academy

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