

History at The Mill Academy

Rationale and Intent

At The Mill Academy, we provide a high-quality history education, which helps our children to gain a coherent knowledge and understanding of Britain's past and that of the wider world. It inspires our children's curiosity to know more about the past and to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps our children to understand the process of change, the diversity of societies and relationships between different groups, as well as their own identity, the challenges of their time and the historical impact an era has had on our modern world. We also provide opportunities to study significant people who influenced or changed the world in which we live in. Through the use of artefacts, immersive workshops, theme days and exciting trips, pupils gain an in-depth understanding of significant events in British History as well as appreciating how things change over time. Additionally, we make purposeful, cross-curricular links with other subjects to embed and apply our historical skills so that children remember more. Our history curriculum allows children to develop their cultural capital and empathy providing purposeful and natural links to British values and discussions around being good UK and global citizens are threaded through the curriculum. History and its impact on our lives today is often reflected upon within significant events throughout the year, such as Remembrance Day, where all children, take part in Remembrance services at our local church.

Historical vocabulary, which has been carefully selected and mapped out in our progression document, gives children the opportunity to revisit and embed previously learned vocabulary and provides challenge by building on chronological understanding, subject specific and historical enquiry vocabulary.

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Implementation

Year group	NC Objective	Topic	Significant person/ people who influenced history
Year 1	events beyond living memory that are significant nationally or globally changes within living memory.	Fire! Fire!	Samuel Pepys King Charles II
Year 2	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 significant historical events, people and places in their own locality	The Land before time Superheroes	Mary Anning (1799-1847) Edward Drinker Cope Rosa Parks
Year 3	a non-European society that provides contrasts with British history changes in Britain from the Stone Age to the Iron Age	Mayans (Rainforest) Stone Age Boy	Jasaw Chan K'awiil Pakal the great
Year 4	the Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons and Scots the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Escaping Pompeii Vicious Vikings	Julius Caesar Augustus Hadrian Ragnar Lothbrok Hengist and Horsa. King Alfred the Great The King of Wessex King Ethelbert - St Augustine Vortigen
Year 5	Ancient Greece	Zeroes to Heroes	Aristotle Plato Pythagoras Archimedes Euclid Leonidas I Hippocrates.
Year 6	a local history study a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study	War of the World The Shang Dynasty of Ancient China	Adolf Hitler Neville Chamberlain Winston Churchill Benito Mussolini Stalin Roosevelt Qin Shi Huang Zheng He

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History is taught in topics throughout the year, so that children achieve depth in their learning. We aim to immerse children into their learning so they have the opportunity to experience a different period of history which ignites their excitement and curiosity about the past. The key knowledge, skills and vocabulary that children acquire and develop throughout each topic have been mapped to ensure progression between year groups throughout the school. At the beginning of each new history topic, teachers refer to timelines to develop children's understanding of chronology. The KWL strategy (What I Know, What I would like to know and what I have learnt) is used to check existing knowledge at the beginning of each history topic and this process informs a programme of study that is responsive to children's interests. Key knowledge is reviewed by the children and rigorously checked and consolidated by the teacher. By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives.

The school's own context is also considered, with opportunities for visits to places of historical interest and learning outside the classroom also identified and embedded in practice. Visits to the local area and use of artefacts, such as the use of maps and photographs also support contextualised learning, as well as the acquisition of key knowledge and systematic development of key skills. We also invite historical experts to deliver highly effective and engaging workshops.

Working walls are used effectively to consolidate and reinforce knowledge and skills as an aid to promote their independence in this topic.

Planning is informed by and aligned with the National Curriculum.

The history curriculum is designed to ensure appropriate diversity in the significant figures that children learn about.

Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge.

The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in reception to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year.

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Impact

Outcomes in topic and literacy books evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge.

Emphasis is placed on analytical thinking and questioning and children demonstrate a coherent knowledge and understanding of Britain's past and that of the wider world, in addition to being curious to know more about the past. Through this study pupils ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

The children's application of knowledge task will demonstrate their historical understanding – whether this is presented as an information leaflet, presentation or mini workshops. We often invite parents in to celebrate and display the children's learning. Children will return to the KWL grids from the beginning of the topic and complete the box on what they have learned.

At the Mill Academy, we value pupil voice and these are displayed in subject scrap books and on displays around school.