

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. 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 and Black History month.

Implementation

THE MILL ACADEMY



HISTORY JOURNEY

EYFS

Past & Present
Early Learning Goal.

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.



KS1

YEAR 1

Significant individuals – Famous Pirates



Event Beyond Living Memory-Great Fire of London



Changes within living memory- Toys



YEAR 2

Local history enquiry –Worsbrough Mill



Castles



Dinosaurs – Mary Anning



Significant Individual – Rosa Parks



LKS2 YEAR 3



Pre-Roman Britain- Changes in Britain from the Stone Age to the Iron Age



Non-European Study-Mayan Civilization



Anglo-Saxons & Vikings – Vicious Vikings



Roman Britain – Rampaging Romans

YEAR 4

UKS2

YEAR 5

Ancient Greece



Local history enquiry- Coal Mining



YEAR 6

Ancient Civilizations study



Extended Chronological study-WW2

This is what you might typically see in a History lesson at The Mill:

- A 'hook' to get the children inspired followed by a way to showcase or round up their topic
- Engaged learners
- Staff modelling questions to promote curiosity
- Staff and pupils using carefully selected historical vocabulary
- Children interpreting and reflecting on historical events
- Children making comparisons between different events
- Children exploring and handling artefacts where possible
- Recounts of key events
- Children exploring different sources to help learn about what life was like and why people lived in the way that they did
- Trips or visitors coming into school to provide children with an insight into a particular event or era.

This is what class teachers do:

- Plan exciting progressive lessons which build on prior knowledge based on teaching a mixture of historical skills and knowledge.
- Use the KWL strategy (What I Know, What I want to Know, What I have Learnt) to check existing knowledge at the beginning of each topic to inform teaching and learning
- Create a learning environment that stimulates children's interest in the period studied using key enquiry questions, subject specific vocabulary, books, photographs and sources.
- Provide opportunities for the wider community to come in and share their experiences.

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. By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day. 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.

The Early Years Foundation Stage (EYFS) visit the past and present through their curriculum experience 'Stepping back in time' and Understanding the World exploration in continuous provision and adult-led activities.

Impact

This is how we know how well our pupils are doing:

- Lessons are planned based on historical skills which are specific for each year group and taken from our progression document
- End of topic application tasks
- Photographic evidence
- Displays of work in classrooms and outside areas once unit of work is completed.
- Half-termly book scrutiny, pupil voice, teacher voice and learning walks.
- Whole school professional development.

This is the impact of the teaching:

- Children who enjoy history
- Children who are inquisitive learners
- Children who are reflective learners
- Children who are able to weigh up evidence and form an opinion about events
- Children who are prepared to share what they've learnt in a variety of ways
- Children who are able to gain an insight into the chronology of events that have taken place in Britain and the wider world