

# 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.



## 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

## Implementation

### **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.

## **Equal Opportunities and Inclusion**

All children are encouraged to participate in History lessons regardless of gender or ethnic background. The school will react positively to gender-typical attitudes and encourage the breaking of them.

Our school is committed to the principle that we deliver an inclusive curriculum for all pupils allowing them the opportunity to achieve their full potential.

Each individual's well-being, needs, education and learning will be met through:

- Setting suitable learning challenges that have achievable learning targets and are motivated by success
- Deepening children's historical skills and understanding so that all children's needs are catered for allowing pupils to achieve a high standard of learning
- Responding to pupils' diverse learning needs so that all pupils can fully participate and access lessons so that there is an equality of opportunity through teaching approaches.

At The Mill, History is planned so that potential barriers to learning and assessment for individuals and groups of pupils are overcome through:

- Provision being made where necessary to support individuals or groups of pupils to enable them to participate effectively in history lessons
- Pupils' understanding being developed through the use of all available senses and experiences
- Aspects of the areas of study that may present specific difficulties for individuals being identified and adapted accordingly

### **Strategies to support children with SEN**

At The Mill Academy, in History, we use a number of evidence-based strategies to support children with SEN. Strategies include:

Scaffolding

- Support for SEN children with learning vocabulary; this may include flash cards or vocabulary mats.
- Games/songs to support vocabulary learning.
- Support in writing sentences eg, missing words rather than writing the whole sentence.

Also, use of sentence starters to support writing. All scaffolding follows a 'I do, you do, we do' approach.

## Explicit Instruction

- Pupils may be supported in their thought process in History.
- Pupils will be given specific opportunities by adults to practise specific skills that are look into the barriers to learning and how to overcome these.
- Visual aids and concrete examples (where necessary) will be used to support learning.

## Cognitive and Metacognitive Strategies

- Tasks may be 'chunked' into smaller steps.
- Vocabulary prompts may be used to support sentence work.
- Depending on ability, children with SEN may be asked to evaluate their own progress and discuss what they can do to move their learning forward. This through self and peer evaluation.

## Flexible Grouping/Fading

- Temporary groups may be established to support learning a particular concept.
- Pre-teaching and support with new vocabulary may be used.
- Precision teaching to support children who require additional support.

## Use of technology

- Tasks set may include useful apps/websites to move learning forward.
- Speech generating apps may be used for recording.
- Use of technology for independent work.

## **Impact**

### **Subject Leadership**

Through their monitoring of the subject, the subject leader should be confident in leading the subject and assisting staff when needed. The monitoring cycle should be rigorous in History and should allow the opportunity for staff to receive and act upon feedback given through staff meetings or staff training.

### **Assessment**

Assessment opportunities are included in the study of each unit of work. Assessments are based on the National Curriculum level descriptors.

Teachers will assess children's work in History throughout the year. There will be a strong focus on Assessment for Learning (AFL), retrieval and spaced learning is planned into our long term plans. Children will be encouraged to assess their own work where appropriate.

Assessment can be carried out informally during the course of teaching. It enables the teacher to identify a child's understanding and progress in particular aspects, to inform their immediate teaching and to plan for their coming lessons. Likewise, assessments of children's work are carried out after the lesson where the teacher marks a child's work, using the school's marking policy. Work can be followed up during 'Mini Retrieval' in the next History lesson.

Teachers will use the prescriptive curriculums for their particular year group to ensure that the subject content is covered throughout the course of the year. Children also have an opportunity to apply their knowledge by answering the enquiry question of the unit. Parents are informed of the pupil's progress during parents meetings and in Termly reports.

### **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

## **Books about History**

Explore this curated collection of history books for children. Covering topics including the Anglo-Saxons, Vikings, Victorians, Mayan civilization, Ancient Greece, Romans, World War 2, British Black History, Remembrance and War, and pirates.

<https://schoolreadinglist.co.uk/category/books-for-topics/history/>

<https://www.booksfortopics.com/booklists/topics/history/>