



GUIDELINES FOR HISTORY 2025

Aims:

- To develop the children's sense of identity through learning about the development of Britain, Europe and the world.
- To build children's historical knowledge, understanding and skills when learning about different eras.
- To improve standards throughout the school in line with our Teaching and Learning Policy.
- To promote enthusiasm and curiosity about History and those who have come before us.

Objectives:

- Children complete 8 History study units in their time at GMJS to ensure breadth of study.

Year 3	Year 4	Year 5	Year 6
Changes in Britain from the Stone Age to the Iron Age Ancient civilisations with a focus on the Egyptians	Ancient Greece Roman Empire and its impact on Britain Local History trip to Stockport	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 A non-European society that provides contrasts with British history –Mayan civilization c. AD 900	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – WW2 linked with a local history study

Within these topics children focus and build on the following historical skills and concepts:

- Chronology
- Continuity and change with
- Similarities and differences
- Cause and consequence
- Significance
- Interpreting sources and asking Questions
- Vocabulary and writing

TEACHING AND LEARNING OF HISTORY AT GMJS

- History is taught in modular system annually, see whole school module overview for the timings for each year group.
- Visits and special events to enliven the curriculum are actively encouraged.
- Cross curricular links are made where possible with other NC subjects:

Literacy - History gives reasons, ideas and motivation for writing. It gives opportunities to develop Speaking & Listening through storytelling, hot seating, questioning and all aspects of drama.

PSHE - History provides many examples of injustice and dilemmas that children can relate to and enjoy discussing e.g. persecution of the Jews, treatment of women. Also how our society functions

today are a consequence of the legacy of past cultures e.g. Ancient Greece and our democratic system of government.

RE – Studying different religions and how these changed over time in different civilisations.

Computing – Using the internet as a source for research. Using technology to enhance and record their learning.

Art - Interpretation of portraits, decoration of vases, mosaics, hieroglyphics, recording of events.

Geography – Locating different civilisations and invasions. Looking at our local history in Stockport.

Maths - Chronology/dates: mathematical methods of past cultures/imperial measure of currency.

PLANNING AND ASSESSMENT

- Each study unit is planned using the history lesson model, which is structured around a key enquiry question to teach substantive and disciplinary knowledge in tandem.
- Planning is retained within the medium-term planning file.
- Assessment is ongoing throughout the teaching of each study unit. Following each lesson, progress is assessed against that specific learning objective and recorded on the medium-term plans. At the conclusion of each unit, children complete an end-of-unit assessment to showcase their understanding and demonstrate how successfully they have answered the core enquiry question.

MONITORING

- Planning, teaching, children's work and displays are all monitored regularly by the History Subject Leader. This monitoring process includes discussions with teachers and children to seek their views and understanding as well as learning walks and book looks. Feedback is given to SMT, staff and when appropriate, Governors and amendments to teaching and learning is made in relations to findings.

RESOURCES

- We have a number of artefacts for each unit as well as many written and virtual sources.
- Each year group goes on a History trip and/or takes part in a special event in school such as Year 3 to Manchester to Museum, Year 4 on a local history trip to Stockport, Year 5 to Tatton Park and Year 6 to the Air raid shelters.
- Resources are kept by each year group and the History co-ordinator is advised if further resources are required.