



## **Intent**

The aim of History teaching at Great Moor Junior School is to stimulate the children's interest and curiosity and develop understanding about the lives of people who lived in the past. We teach children a sense of chronology and to develop a sense of identity and a cultural understanding based on their historical heritage. They learn to value their own and other people's cultures by considering how people lived in the past, the process of change and the relationships between different groups in Britain's past and that of the wider world. We teach children to understand how events in the past have influenced our lives today and how this can influence decisions about the challenges of their time. During our teaching of History, we also teach them to investigate past events and, by doing so, to develop their disciplinary knowledge of enquiry, analysis, interpretation, and historical problem-solving.

### **Our curriculum for History aims to ensure that all pupils:**

Develop an understanding of the chronological narrative, from the earliest times to the present day.

Know about significant events and people in British history and how things have changed over time (substantive knowledge).

Have some substantive knowledge and understanding of historical development in the wider world.

Develop their vocabulary and understanding of abstract historical terms such as empire and civilisation.

Develop their disciplinary knowledge of historical concepts such as cause and consequence, and use these to make connections, investigate, question, analyse, and evaluate.

Begin to understand society and their place within it so that they develop a sense of their cultural heritage.

Children complete 6 History study units in their time at Great Moor Junior School to ensure breadth of study. These units are taught chronologically as much as possible so that the following topic can be taught as a continuation of the chronological narrative of Britain and the wider world. Children can then also start to make links and understand the consequences of significant events and people.

### **Year 3 Historical Studies**

Topic 1: The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt from 7500BC to 30BC.

Topic 2: Changes in Britain from the Stone Age to the Iron Age from 2.5million BC to 43AD. We have chosen to teach this topic second despite it starting earlier as the



continued study ends later and focuses on changes in Britain, which complements the study of the Romans in the following year. It also then allows children to place the study of the Egyptians and other early civilisations on the timeline of British changes from the Stone Age to Iron Age and make comparisons.

### **Year 4 Historical Studies**

Topic 1: Ancient Greece – a study of Greek life and achievements and their influence on the western world from 800BC to 31BC.

Topic 2: The Roman Empire and its impact on Britain from 753BC to 410AD. This is taught second in Year 4 as it allows the study of Anglo-Saxons to directly follow from this in Year 5.

In addition, Year 4 have a local history trip to Stockport where they visit the dungeons and partake in a junior history hunt around Underbank, finding out all about our town's interesting past.

### **Year 5 Historical Studies**

Topic 1: Britain's settlement by Anglo-Saxons and Scots from 410AD to 793AD.

Topic 2: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor from 793AD to 1066AD. (These topics are taught back-to-back as a continuation of British history).

Topic 3: A non-European society that provides contrasts with British history. We have chosen the Mayan civilization c. AD 900, as this links with the Year 5 geography topic of South America to help children make links to the history of the wider world.

### **Year 6 Historical Studies**

Topic 1: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. We have chosen to study Life in Britain during World War 2, as this links to our Year 6 local history study of Stockport and a visit to the local air raid shelters.

### **Implementation**

The History curriculum is led by Sian Macintyre, who monitors, reviews and celebrates good practice as well as making updates and improvements in line with new findings.

History is taught in a modular system annually (see the whole school module overview for the timings for each year group) so that pupils get to focus on becoming great historians and really embedding their disciplinary knowledge in the chosen half term for their historical study.

Visits, visitors, and special events to enliven the curriculum are actively encouraged and used throughout the school to engage children and help embed their substantive and disciplinary knowledge.



During the half terms that History is not the main module subject being taught, other activities will be used to continue the development of children's historical knowledge and understanding. These include:

Cross-curricular links made where possible with other National Curriculum subjects.

Significant anniversaries or special events celebrated throughout the school in a variety of ways which are decided each year (e.g., VE Day, Remembrance Sunday).

Half-termly activities, each of which is based on building upon the substantive and disciplinary knowledge the children have accumulated over their time at Great Moor Infant and Junior School.

### **Impact**

A successful History pupil at Great Moor Junior School will have developed an interest in the events and lives of people who lived in the past, a secure sense of chronology, and the ability to apply their disciplinary knowledge to explore topics further. They should also be starting to develop an understanding of their own heritage and the effects the past has had on them today.

Objectives for each year group are presented in the school's progression document, which is pasted into all pupils' history books. These objectives are explicitly written on the planning for each lesson and presented to the children as the learning objective.

The impact of our History curriculum is measured across many aspects:

Children across the school enjoy History lessons and take an active part in them.

Pupil and staff voice is used to assess the effectiveness and success of the teaching and learning of History.

History books show the learning journey of pupils over their time at GMJS, demonstrating that fluency and mastery in their substantive knowledge, disciplinary knowledge, and historical vocabulary are incrementally improving.

Teacher assessment of pupils is ongoing throughout the teaching of each study unit. After each lesson, assessment of progress is made in relation to that particular learning objective and is recorded on the medium-term plans. At the end of the unit, each child is assessed against the core concepts of History and the disciplinary components required for their year group. These are recorded in their books on the progression chart, and each objective is highlighted if the child has been successful. The shorter half-termly activities can also be used as evidence that children are able to meet these objectives. The objectives are written in child-friendly language so teachers may go through these with the pupils and allow them to self-assess as well.

If pupils are not able to meet the objectives and aims set out in our history curriculum, then our subject lead and class teachers will find opportunities to continue to develop their disciplinary knowledge and plug any gaps in learning. This can be done through



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the smaller history tasks completed each half term or through the use of knowledge organisers to help embed learning. The subject leader will also adapt and adjust planning and resources accordingly for the following academic year.