



## History at Great Moor Junior School

### What does a history lesson look like in our school?

History at Great Moor Junior School is taught so that it will promote curiosity in pupils as well as teaching a coherent knowledge and understanding of Britain's past and that of the wider world.

- Children enjoy History and are engaged and challenged.
- Children are explicitly taught substantive history knowledge alongside disciplinary concepts such as continuity and change, cause and consequence, similarity, difference, and significance. They use this disciplinary knowledge to make connections, draw contrasts, analyse trends, frame historically valid questions, and create their own structured accounts, including written narratives and analyses.
- In most year groups, there is a specialist visit or trip, which allows children to acquire new substantive knowledge and directly apply their disciplinary components of enquiry.
- Collaboration in groups and with talk partners is frequent and productive.
- Children are exposed to a range of primary and secondary sources to build their disciplinary understanding of how we construct historical accounts and learn about the past.
- Many History lessons at GMJS have strong cross-curricular links. These include: English (writing letters, reports, leaflets, drama, and debating); Maths (the use of timelines and timescales to reinforce chronology); Computing (the use of iPads for research and presentations); and Art (photography, drawing, and painting).
- Learning is recorded in a variety of ways in books: leaflets, reports, diagrams, and photographic evidence.
- Through the use of local study, children learn about the impact history has on their lives today, grounding their substantive knowledge in a local context.

### How does History work at Great Moor Junior School?

- History is taught by class teachers in a modular system, whereby the majority of topic lessons for a half-term (once or twice a year) are dedicated to the subject. This allows pupils to focus on becoming great historians by deeply embedding their knowledge.
- Historical links are made explicit in other subjects whenever possible and relevant.
- The National Curriculum Guidelines for History are comprehensively followed and covered.
- Homework is used effectively to support and extend History work.
- We cover a comprehensive range of topics that are taught in creative, interactive, and stimulating ways to promote curiosity.
- Throughout all modules, teachers at GMJS place a rigorous emphasis on linking substantive and disciplinary knowledge in tandem.
- A focus on influential women is also woven throughout the curriculum in each year group.

Year Group	Topic
3	Stone Age and Ancient Civilisations

4	Greeks, Romans and Local History trip
5	Anglo-Saxons and Vikings and Maya Civilisation
6	Focus on World Wars and Local History

### **What Assessment takes place?**

- Formative assessment is used dynamically during and after each lesson, drawing from the children's verbal contributions, discussions, and written work. (Note: Changed 'Summative' to 'Formative' here, as ongoing lesson-by-lesson checking is formative).
- Assessment directly informs the planning of the subsequent lesson to plug any gaps in learning.
- There is a final summative teacher assessment at the end of each module, with an overall judgment made: Emerging, Met, or Exceeding.
- Disciplinary and substantive objectives are highlighted, if achieved, for each year group on the progression grid inside each child's book, and an E, M, or X grade is given for each core criteria.