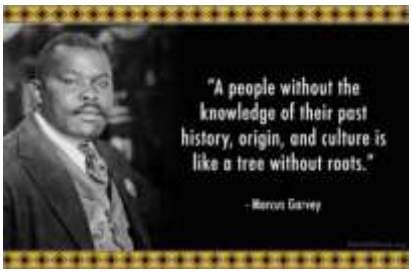
History

Intent

At Mapperley Plains Primary School we recognise that History is about the study of ancient, modern and current times, encouraging deep thinking, investigation, the asking of questions and the forming of opinions.



We offer a History curriculum which equips our children with key skills, knowledge and vocabulary motivated by our curriculum drivers:

- **Initiative -** We encourage our children to develop their independence, empowering them to act and be responsible for their own learning about which they can clearly state and explain their opinions.
- **Inclusivity -** We pride ourselves on being an inclusive school that cares for every individual child. In doing so, we promote and deliver a range of strategies to ensure that we value everyone. We want the children to recognise and celebrate diversity existing in our world, instilling pride in individuality.
- **Resilience -** We relentlessly focus on developing children who are resilient, who can adapt to and recover from tough or challenging situations. We encourage the children to try their best in all that they do.
- **Possibilities -** We encourage the children to build aspirations, identify talents and know possibilities for their future lives.

We ensure the curriculum is **Relevant and Memorable.** The unique needs of our children, along with our culture, climate and events shape our curriculum. When planning lessons, we consider the following: 'Because our children...we…'

Our aim is to ensure that a historian leaving Mapperley Plains will:

- Be knowledgeable about the history of the UK as a coherent, chronological narrative, from the earliest of times to present day.
- Be passionate and curious to question and investigate.
- Know and understand significant aspects of the history of the wider world.
- Understand historical concepts such as continuity and change, cause and consequence, similarities and differences.
- Be adept at using primary and secondary sources of evidence, including the exploration of artefacts to support their thinking.
- Gain historical perspective by placing their growing knowledge into different contexts, understanding connections between local, regional, national and international history; between short and long term time scales.

History





Implementation

As a school, we follow our Progression Map for History, devised from the Early Years Framework and National Curriculum Guidelines. This ensures all aspects, knowledge and skills of History are taught across all year groups.

We ensure our children leave us not only with the skills needed for the next part of their journey, but with a rich body of knowledge both **substantive** (the factual knowledge for each subject) and **disciplinary** knowledge (the action taken within a subject to gain knowledge e.g. use of historical sources to gain evidence).

We have adopted a thematic approach to our curriculum. The particular 'theme' chosen is always relevant to the children and is designed to be exciting and engaging for that particular cohort. To prevent the creation of tenuous links, discrete subjects are taught where necessary.

We start our themes with an exciting big question/ theme title to develop curiosity and help children to lead their own learning e.g. 'How did the Great Fire change London?' or 'How did World War II shape the world we live in today?'

To engage, immerse and 'hook' the children into a new topic, a special 'entry point' is usually planned, followed by an 'exit point, often involving parents which marks the end of the topic. Where appropriate, we use historical artefacts and memorable experiences to enhance learning. This might include visitors, workshops and visits to excite and intrigue our children to find out more about events and people from the past.





To add to this experience, all classrooms have immersive environments and displays that provide a hook into learning and continue to engage the children. Each classroom displays a 'Learning Journey' which includes a timeline showing key dates.

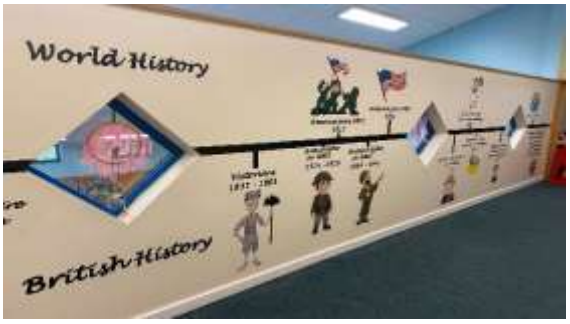




History

A chronological timeline showing key periods in history is on permanent display on the first floor gallery which is used across all of the phases.





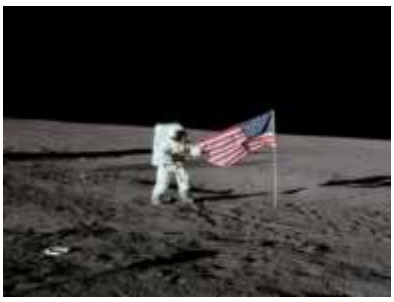
As part of each topic, a Knowledge Organiser which includes essential sticky knowledge, is shared with both children and families. The Knowledge Organiser is used frequently in lessons to support with the transference of knowledge from the working memory into the long term memory. Key knowledge is re-visited as part of regular retrieval opportunities throughout the theme and across the year.

Developing the use of the correct vocabulary in History is crucial and so key vocab is identified and listed for each unit of learning. This is then used to assess knowledge and enables pupils to express and communicate their understanding and knowledge clearly and effectively.

Ongoing formative assessment is used to ensure all lessons are relevant and supports with planning next steps. Children are given lots of opportunities to visit prior learning through low stakes mini-quizzes and other revisit tasks which allow teachers to measure their level of understanding. End of year assessments state whether children are working towards, expected or exceeding age-related expectations.

Each Subject Leader is given dedicated non-contact time to use the triangulation model of monitoring to quality assure teaching and learning. Subject Leaders monitor the subject across the school through a range of monitoring activities which might include: learning walks, book scrutiny, discussions with pupils, resource audits etc. Subject feedback is shared with teachers and school leaders.

Impact



Through the high quality teaching of history, we will see:

- Children who are engaged and excited historians, with a developed sense of empathy and respect for people both past and present.
- Children who learn lessons from history and understand that history gives meaning to their lives today and can influence the decisions they make in their lives in the future.
- Children who are historians with relevant skills.
- Children who can make links to prior learning and connections to other areas of the curriculum.

History

- Children who are adding 'Sticky Knowledge' to their long-term memory and who are able to talk about the skills and knowledge they have acquired.
- Children who will complete research independently to further their own enjoyment about the subject or topic.
- A school environment that is history rich through displays, resources, vocabulary etc.
- Assessments and monitoring that show high standards in history.

History and SEND

For children with SEND, adaptations may be made in History which are based on the child's individual needs. We ensure that children with SEND are appropriately challenged in History by:

- Using teaching methods which match the needs of children.
- Chunking content into smaller steps and ensuring the curriculum is designed to reduce excessive or unhelpful demands on working memory.
- Ensuring adaptations are based on individual needs and aim to retain ambition for children with SEND.
- Understanding that, for children with more complex SEND needs, it may be appropriate to have different curriculum expectations.