

Mickle Trafford Village School
History



We care, we learn, we belong



Mickle Trafford Curriculum Intent

- At MTVS we have designed our curriculum with the development of the **whole child** at the **centre**. Our aim is to provide our children with an **engaging, exciting** and **empowering** curriculum that offers opportunities to **grow** as **individuals** as well as **learners** and prepare them for life today and tomorrow.
- The intention of our curriculum is to ensure that children access a **broad** range of **enriching experiences**, so they **acquire valuable knowledge, skills, understanding** and **attitudes** to enable them to become **highly motivated** and **resilient** learners who feel they have a **voice**. Opportunities are planned to make use of our locality and the context of our school while maintaining coverage of the National Curriculum.

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How history contributes to our curriculum intent

History is integrated into a well established curriculum programme.

Long term plans for history outline the **knowledge** that children should acquire, encourages them to **question** different interpretations of the past, develops **enquiry** skills and promotes their understanding of chronology.

Appropriate use is made of our **locality** to bring history to life. Plans include history of our school, the village, Chester and North West England.

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How history contributes to our curriculum intent

- Historical study provides opportunities for **enriching experiences** which are used to inspire curiosity and/ or consolidate learning. It is an excellent media for developing **personal and social skills**, either through active learning or analysing the behaviour of significant people from the past.
- **Positive learning attitudes and resilience** are developed during historical enquiries and children have the opportunity to explain their ideas or offer **their point of view** about the actions of historical figures.

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How is history taught at Mickle Trafford

Subject Leaders have reviewed the planning documents and adapted some elements to ensure greater coherence and establish clear outcomes for each year group. The new document includes opportunities to explore positive role models, significant individuals, options to cover British Values in meaningful ways and ensures that children acquire the cultural capital necessary to be educated citizens.

Each year group has clear plans for the academic year detailing the chronological understanding, knowledge and interpretation and enquiry skills to be taught.



See history long term plan

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How is history taught at Mickle Trafford?

Key Stage One

EYFS

Children learn about past and present

Year 1

Changes within living memory - Toys

Significant events beyond living memory - The Great Fire of London -

Significant individual: Samuel Pepys

Significant individual: Queen Victoria

Year 2

Significant historical events - Remembrance

A comparison of two significant individuals that have contributed to national and international achievements - Space - Tim Peake and Neil Armstrong

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How is history taught at Mickle Trafford?

Key Stage 2

Year 3

- The Stone Age
- The Romans

Year 4

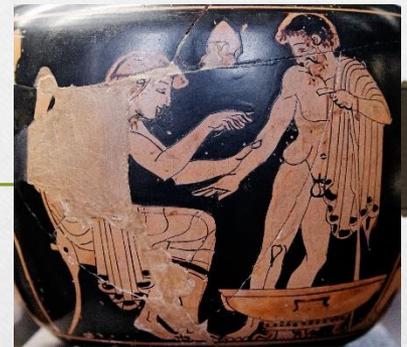
- Anglo-Saxons and The Vikings
- Ancient Egypt

Year 5

- The Victorians
- The Greeks

Year 6

- WW2
- Ancient Mayans



How the EYFS Curriculum covers history

- The EYFS environment provides opportunities to inspire learning and there are organised opportunities to introduce historical artefacts. Fiction and non fiction books are shared to encourage use of language relating to time.
- Opportunities are taken to use current celebrations to increase the children's understanding of the past – Remembrance day, Royal weddings etc.

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Subject Leaders – what we do

- Revisit the curriculum offer so that it is compliant with NC requirements and MTVS intent
- Review and update the Action Plan
- Use a range of monitoring techniques include book scrutiny, analysis of the foundation tracker, tracking coverage documents, talking with children, learning walks etc. to gain and full and rounded view of what teaching, learning and outcomes look like in history. Feed back is given either as a whole staff or to individuals and areas of strength and improvement noted. (see annual review).
- Promote history with the children and staff and share work so that history is valued through display, rewards and celebration.
- Share information with Governors

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Meeting the needs of all learners

Children on the SEND register all have support to access the history curriculum at levels which are appropriate to their needs. Children with additional needs are supported by:

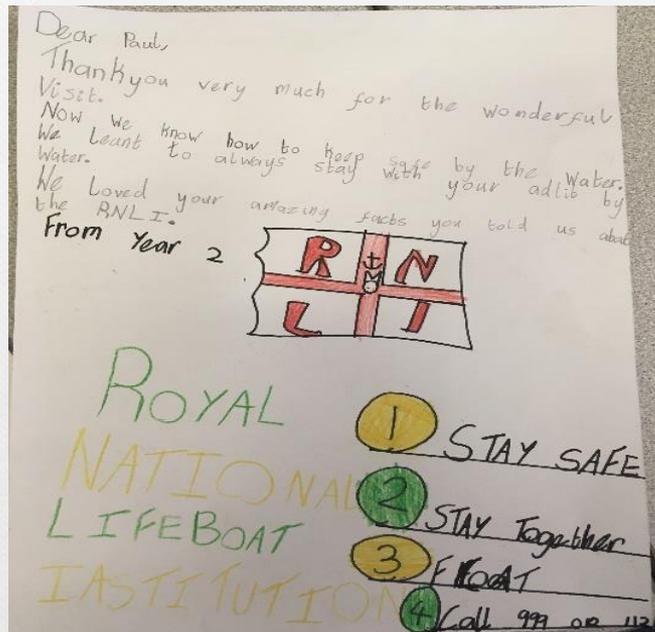
- ❖ having a designated adult to support them in the classroom including to scribe their ideas if this is appropriate
- ❖ having space outside the classroom or additional time to discuss or complete tasks
- ❖ being given information in advance about historical visitors or trips and being able to choose when to join peers in more 'active history'
- ❖ time to consolidate skills from previous years and /or adapted tasks so that children are able to access history tasks positively.

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What children say about history at MTVS

Year 3- "It was fun. The Viking was funny when he spoke in Norwegian. He told us a lot about our new topic. It helped because I finished the day knowing more."

Year 6- "It was fun and I enjoyed doing it. I'll always remember the battle."



Grace Darling as a significant person from history – letter written by Y2 child

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What we are developing in history this year

Last year, we changed our history curriculum from a 4 year whole key-stage rolling programme, to assigning topics to each year group. We have done this as we believe it shows more progression in skills and knowledge.

We will also:

- ❖ Introduce staff to high quality resources in particular the those created by the Historical Association.
- ❖ Find and allocate existing and new resources, including reading material and apps, to ensure that history can be taught in a coherent, progressive and cross curricular manner.
- ❖ Support teachers to raise the profile of positive role models from history with reference to the contributions of a diversity of people, including those with SEND, of different ethnic or religious groups and of different ages and gender.

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