



## Why is History important?

History is important because it helps pupils to understand and interpret the past, and therefore, the present.

Through history, pupils develop a deeper cross-cultural awareness and understanding of their own and others' heritage, through looking at evidence and asking and answering questions.

In history, we can analyse successes and failures, which, in turn, teaches us to learn from our mistakes.

## When is History taught?

History is taught through thematic units. The attached overview (Appendix 1) maps out which thematic units feature this subject and the Long-Term Plan (Appendix 2) clearly shows the objectives taught.

## How is History taught?

History is taught through a combination of subject knowledge, historical skills, enquiry and fieldwork. Learning takes place both inside and outside the classroom.

## What do we learn about in History?

We learn about the following:-

- Old Things
- Wars (World Wars, Civil Wars)
- The Ancient Greeks
- The Inuits
- Roman Empire and Invasions
- Inventors e.g. Thomas Edison
- The Mayans
- The Benin
- Famous historical figures
- Broadcasting
- Religions
- Democracy
- Transport

## How Does Our Learning Grow?

Extinction  
Animation  
Technology e.g. the Internet and World Wide Web  
The Moon Landing  
Significant local history figure / event  
Apartheid / Anti-Semitism  
Discovery of America / Native Americans  
Legacy

### **Who do we learn about in History?**

We learn about the following individuals:-

Thomas Edison  
Walt Disney  
Mother Teresa  
Neil Armstrong  
Roman Emperors and rulers  
Martin Luther-King  
Nelson Mandela  
Rosa Parks  
Various World Leaders  
Tim Berners-Lee  
John Logie Baird  
Steve Jobs  
Carl Linnaeus

### **How do we assess and monitor History?**

Teachers assess pupils' skills and knowledge in History using both formative and summative assessment. At the end of each thematic unit, children are assessed in History as working towards year group expectations (W), meeting year group expectations (E), or exceeding year group expectations (X). Teachers use subject specific criteria from the National Curriculum Programmes of Study to assess pupils' knowledge, skills and understanding within History.

Summative Assessment data is updated termly and made available to the History Subject Leader at regular points throughout the year. The Subject Leader uses this to monitor attainment and progress in History for the whole school.

Subject leaders monitor their subject throughout the year using a range of evidence including pupil and teacher voice, learning walks, learning environments and book scrutiny. Subject leaders also complete a 'Deep Dive' into their subject each year, to monitor pupil progress and teaching and learning within History.