



History Policy

2024-25

Intent

At Manor Farm Academy, we believe that History plays a vital role in helping our pupils to understand the World that they live in. Lincoln's and Lincolnshire's own rich history is a celebrated, motivational and an inspiring feature of our History curriculum. We draw from and make full use of the immediate and wider local area, enabling children to develop a deep understanding of the rich history of their locality, which is built systematically and progressively.

Our History curriculum is the driving force for the themes studied within each year group. These are informed by the national curriculum and are sensitive to children's interests, as well as the context of the local area. The History curriculum at Manor Farm Academy is carefully planned and structured to ensure that current learning is linked to previous learning and that the school's approaches are largely practical and experiential. Pupils make visits, work alongside visiting experts and have access to historical artefacts which bring learning to life. The corridor Time Line is an integral feature of chronological understanding for all pupils.

We strive to help our pupils to gain a coherent knowledge and understanding of Britain's past and that of the wider world, which helps to stimulate pupils' curiosity to know more about the past and to learn from it. We encourage pupils to ask perceptive questions, think critically, weigh up evidence, sift arguments, and develop perspective and judgement. At Manor Farm Academy History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups. We compare, discuss and debate the historical evidence that we use. History helps pupils to understand the World around them and their own identity. It builds cultural capital.

We will deliver a curriculum that:

- Equips pupils with the skills required to work as a historian and conduct a range of historical enquiries.
- Builds on the previous year group's knowledge and skills.
- Develops the use of historical vocabulary through teacher modelling and pupil talk.
- Encourages pupils to increasingly ask questions (through the use of the Manor Farm Question Matrix), analyse findings from different perspectives and form conclusions.
- Celebrates the past and explores how key individuals and themes have shaped our World, both nationally and inter-nationally.

- Engages all pupils through the use of inspiring artefacts, stimulating questioning and real life experiences. (Educational visits.)

Implementation

The Subject Leader for History will lead and monitor, evaluate, review and celebrate good practice.

- The History Curriculum will follow the National Curriculum expectations.
- History lessons will provide pupils with opportunities to explore a range of historical sources, both primary and secondary in nature.
- Pupils will debate the value of historical sources and discuss their nature in terms of reliability.
- History lessons will support pupils in understanding the World around them.
- The Time Line will play a crucial role in helping pupils to understand chronology. They will link current learning to that which has come before, and anchor this chronologically with its support.

Each unit of learning in History will have:

- A pre-assessment which assesses the pupils' understanding of the objectives and themes being covered in subsequent lessons.
- A progressive sequence of lessons, which carefully plans for progression and depth of understanding. This will use AfL from the Pre- Assessment findings.
- Opportunities to recap and revisit previously taught themes, and where appropriate, make links that strengthen understanding.
- Opportunities to utilise the Manor Farm Question Matrix in order to probe for deeper understanding. Pupils will not only answer questions, but will also formulate their own key questions to steer their learning.
- Key vocabulary which is designed to support the development of the pupils as historians.
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In addition:

- The History Subject Leader will seek appropriate and relevant training and the opportunity to keep developing their own subject knowledge, skills and understanding,

so they can support curriculum development and their colleagues throughout the school.

Impact

At Manor Farm Academy, our pupils:

- Know what History is and why it is important to learn about and from it.
- Can demonstrate an understanding of chronology.
- Understand that historical sources can be varied, reliable or unreliable.
- Enjoy History and can talk about similarities and differences across themes. (E.g. clothing, transport, crime and punishment.)
- Are curious to learn more!
- Challenge themselves and are challenged to develop their skills as historians.
- Systematically develop skills and knowledge over time.

In addition, we measure the impact of our curriculum through the following methods:

- Pre- assessments
- The ELG in Reception. (KUW)
- Outcomes of pupils.
- MTP tracking documents.

In addition, we measure the impact of our curriculum through the following methods:

- Monitoring of history books and work on display.
- Marking and verbal feedback.
- Learning walks.
- Pupil discussion.
- Discussion with other teachers..

Lesson Planning & Delivery.

- History is taught between 60 and 90 minutes per fortnight. This consists of a pre-assessment and subsequent lessons linked to the MTP LTs and the outcomes of the pre-assessment.

- Pre-assessments and all LTs are taken directly from the History Progression of skills document which is within the MTP. This ensures that pitch and progression is accurate and aspirational for all.
- All pre-assessments inform future planning and necessary amendments are made to ensure that learning is personalised to the needs of those pupils. E.g. If a pupil shows that they are secure in an area of the pre-assessment, they will access more challenging work, as described in the History MTP document. (See Appendix 1)

Books

- Presentation is of a high standard and displays our pupils' pride in their learning.
- Sequences of work closely mirror the MTP, with LTs taken directly from there.
- Learning is demonstrated in a range of ways to maximise pupil engagement. E.g. written, diagrams, pictorial, mind maps, postcard, pic collage to show physical approaches.
- Worksheets are only used to either enhance or support learning where such a scaffold is deemed necessary.
- Where possible, pupils record work in their books.

Effective Feedback:

- Pre-assessments and subsequent lessons are marked in line with the schools' feedback policy.
- Live feedback and marking is used to move learning forward, alongside the use of the Manor Farm Question Matrix. Here misconceptions may be addressed, or pupils may be challenged more deeply in their thinking.
- Self and peer marking will be evident through the use of purple pens. Where pupils have made errors in their work, there will be evidence of how this has been corrected. Peers may also set a probing question to further understanding.

Scaffold & Challenge:

Ideas for scaffold:

- Pre-teaching (morning work or home tasks) or Point of Need intervention.
- Teacher or peer as expert modelling.
- Working walls.
- Interactive artefacts or display.
- "What a good one looks like" examples of high quality responses.
- Learning prompts or guides. (Question matrix)

- Workshops, visitors or experience day visits.

Ideas for Challenge

- Problem solving type questions or scenarios. This could include challenging stereotypical views.
- Create, investigate, evaluate type questioning.
- Open-ended questioning which may have multiple “correct” answers.
- Generating questions which will reap the most information and knowledge.
- Considering multiple viewpoints along the same theme.
- Using the Question Matrix sentence starters on the right of the grid. (See Appendix 2)

Appendix 1

[History Progression Document.docx](#)

Appendix 2

QUESTION MATRIX	Ask better questions...						
	IS? DOES? PRESENT	HAS? DID? WAS? PAST	CAN? POSSIBILITY	SHOULD? OPINION	WOULD? COULD? PROBABILITY	WILL? PREDICTION	MIGHT? IMAGINATION
WHAT? EVENT							
WHERE? PLACE							
WHEN? TIME							
WHICH? CHOICE							
WHO? PERSON							
WHY? REASON							
HOW? MEANING							

The general level of difficulty of question increases... A “What is?” question is normally easier to create and answer than a “How might?” question.

Challenge in History comes from many and varied stimulus.

- The National Archives
- National Archives- Menu- Image Library.
- Walk in their shoes
- Diamond ranking