

Meppershall History Three I Statement

***For inquire, please, of bygone ages, and consider what the fathers
have searched out.***

Job 8:8-10

Intent

At Meppershall Primary Academy, we prepare and inspire children to want to know more about the past and to think and act as historians. We aim to provide an inclusive curriculum with a broad and balanced view of the History of Britain and other societies. Including representing our school history, the community and our pupils place in the world.

By linking learning to a range of topics, children have opportunities to investigate and interpret the past. They are given opportunities to understand chronology and build an overview of Britain's past, as well as that of the wider world and be able to communicate historically. This is achieved thorough the teaching of historical skills and concepts, engaging activities, trips and visitors that give all students an opportunity to question, and learn from the past.

We aim to equip children with essential characteristics which enable them to:

- Develop a sense of curiosity about the past and how, and why people interpret the past in different ways.
- Discover links and connections to the History they learn and the wider community and locality
- Draw on similarities and differences within given time frames and across previously taught History
- Analyse and evaluate views on historical findings and source types
- To ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgment

Implementation

At Meppershall Academy the History Long Term plan has been developed to ensure coverage and progression across the whole school. Teachers design lessons that will draw on past knowledge, skills and understanding and apply this in relatable subjects. It is important that history is taught discretely as well as incorporated within other curriculum subjects such as English and Art. Cross curriculum learning is seen in school displays.

Meppershall Academy has access to a good supply of historical equipment and resources, including artefacts. Relationships with local museums have developed so that the school is able to loan additional artefacts to support the delivery of history. Year groups have visits to and from local museums to support the delivery of the history curriculum.

Impact

The impact of the curriculum is assessed by book monitoring, learning walks and teacher assessment. Pupil voice monitoring is carried out termly by the subject leader. Knowledge and skills monitoring is carried out termly by class teachers and evaluated by SLT and subject leader.

Children develop critical thinking and independence through history teaching in school, encouraging them to become more self-aware of events that are happening today, and look at what we can learn from the past. This, in turn, helps our children to develop their understanding of the world and become advocates for greater social justice.