Mundy C of E Junior School
History Policy
2026

‘Let love and kindness be the motivation behind all that you do.’ (1 Corinthians 16:14)

1. INTRODUCTION

At our school, we believe that high-quality history education should help pupils gain a coherent chronological knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past and to give them to confidence to question critically. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

2. THE NATURE OF HISTORY/ OUR INTENT

We aim for pupils to:

- **British History**

Know and understand the history of Britain including its key turning points, following the chronological from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.

- **Historical Context**

Know and understand significant aspects of the history of the wider world, including the rise and fall of ancient civilisations, how they lived and key aspects of their lives, while contrasting these developments with life in Britain at the same time and exploring how societies developed in different ways.

- **Key Terms**

Learn and understand new terminology related to history such as 'empire', 'civilisation', 'parliament' and 'peasantry'. These key terms are included in knowledge organisers included in the humanities planning.

- **Historian Skills**

Investigate sources of information and analyse them, allowing them to draw connections and contrasts as well as asking questions about the past. To understand that different people have different viewpoints upon the past and discern how and why contrasting arguments and interpretations of the past have been constructed.

Understand the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

At a Junior School, it is important we recognise any prior knowledge.

At Key Stage 1 Pupils will develop an awareness of the past, using common words and phrases relating to the passing of time. Children will have the opportunity to use a range of materials and resources to enhance their learning and development within history. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They will use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

At Key Stage 2 In KS2 pupils will continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Children will have the opportunity to use a range of materials and resources to enhance their learning and development within history. They will note connections, contrasts and trends over time and develop the appropriate use of historical terms. They will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They will construct informed responses that involve thoughtful selection and organisation of relevant historical information. They will learn how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.

3. ENTITLEMENT

All children have an entitlement to access the programme of study for the attainment targets at an appropriate level.

All children should have the opportunity to visit and experience local historical sites around Heanor on trips, such as visiting the local Grammar School to view the Triptych, a vitally important competent of Heanor's history. These can include sights of important historical value away from Heanor such as Chatsworth House.

4. IMPLEMENTATION

In all Key Stages History needs to be related to the children's own experiences and it must stimulate their imagination and desire to discover more.

As we have mixed-age classes, we create the medium-term planning on a two-year rotation cycle. In this way, we ensure that children have complete cover the National Curriculum and avoid repeating topics.

Historical skills are integrated with work associated with times and events.

An investigative approach to History, involving children's active participation in enquiry, source recognition and study are encouraged across the school leading to asking critical questions.

Children are given opportunities to use a wide range of maps, including historical and thematic maps at a variety of scales appropriate to the activity being undertaken. Emphasis is given to the children using the maps to provide context to world events and placing these in a chronological order.

All children have opportunities to use ICT when appropriate. This can include source study, researching questions and establishing context.

When on trips to areas of historical significance children are expected to follow our Be statements and conduct themselves in a consider, responsible manner showing respect of other people, the environment and the site. All out of school activities will comply with the guidelines in the school health and safety policy. The schools usually charging policy will apply for distant visits.

Children will have opportunities to use the following resources: booklets, maps, some historical artefacts, photographs, games, cameras, video footage (DVD OR MP4) and computer programmes.

History is linked to other areas of the curriculum where possible. Please see our curriculum section for more information.

All teachers are responsible for planning and teaching of History. Activities within the classroom and further afield are planned in such a way as to encourage full and active participation by all children irrespective of ability.

5. ASSESSMENT

History is not subject to statutory assessment at the end of each Key Stage.
However, at the end of every two half terms of Humanities content, pupils will undertake an open-book assessment. The assessment will include questions that challenge their understanding of key knowledge as well as their ability to apply historian skills. Assessment information will be collected and monitored by the Humanities Lead.