

History at Mansbridge

Although the school must teach the national curriculum. It is about how we interpret this curriculum and what we give priority to. History at Mansbridge is not just the history of kings, queens and battles (though they will be part of it). It is first and foremost about the following:

- The lives of ordinary people (and how they have been treated) and different groups in society.
- How every improvement in their lives has had to be fought for.
- The relationship between the ordinary people and those in power.
- Who rules, how they rule and how, this changes over time.
- Britain's relationship with itself and the rest of the world.
- About how other countries/ societies lived in the past in the wider world
- How knowledge, fact, opinion is handled to separate truth from lies, find patterns etc.
- To help children communicate meaning and articulate their understanding.
- To enable children to be active thinkers.
- To understand who writes history and why may they write it the way they do.
- To have enough knowledge to be able to understand a coherent chronological narrative of how key events and the lives of people have been shaped and have shaped the world we live in now from the earliest times
- To excite and engage children in history learning

Planning

- Yearly overview
- Medium term plan
- Front cover sheets for each unit to keep track of what should be taught

Teaching

We place a strong emphasis on disciplinary content and skills in our approach to teaching.

We do not allow generic pedagogies such as: differentiation, over emphasis on making lessons exciting and group work etc to trump imparting powerful progressive disciplinary knowledge, content and skills.

The sequencing of the planned components of learning are a golden thread throughout the lesson / lessons – new knowledge and skills build on what has been taught before and towards clearly defined curriculum end points.

Measuring impact / assessment

- Use of assessment sheets to track progress each half-term.
- Work sampling to monitor the use of key vocabulary and content taught.
- Multiple choice questions or an assessment task at the end of each unit to see if the children have understood the key concept taught that half-term.