

From the Head of History
Mr Christopher Lush



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Malsis School

Cross Hills North Yorkshire BD20 8DT

History Department

An overview of the schemes of work

Who studies History at Malsis

At Malsis all the children study History from pre-prep through to Year 8.

Outside the Classroom

We aim to broaden the children's appreciation of history so that it is not simply seen as a classroom-based study. Certain visits and expeditions are related to the programmes of study at all levels in the school, but they are also organised from time to time simply for the enjoyment of the boys and girls.

Last year our children visited:

- Normandy - The Bayeaux Tapestry and the 1944 invasion beaches
- York - Yorvik Museum and archaeological dig
- Fountains Abbey
- Skipton Castle
- Thackeray Museum (Leeds)
- Leeds Armoury
- Eden Camp

'The study of history is the beginning of wisdom' (Jean Bodin)

Historical awareness helps to put some of our drama productions in context: the era of jazz, gangsters and prohibition in 1920's America ('Bugsy Malone') and of the Dickensian/Victorian city underworld ('Oliver!'). The History Department plays its part in setting the scene for the children.

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Programmes of Study

Year 3 Term 1 The Egyptians
Term 2 The Greeks
Term 3 My place in History

Year 4 Term 1 Romans
Term 2 Saxons
Term 3 Vikings

Year 5 Tudors and Stuarts: 'Exploration and Encounters'

Year 6 Term 1 The Industrial World
Term 2 Conflict in the 19th and 20th Centuries
Term 3 1066 and the Norman Conquest (start of Common Entrance)

Year 7 Medieval Realms (1066 – 1500)

Year 8 Common Entrance or Scholarship preparation. An in depth look at further medieval topics and revision of key Year 6 and 7 topics.

Throughout we will look to apply the following principles:

- We should offer 'fruitcake history' – tasty and good for you!
- Essential ingredients are excitement, accessibility, challenge;
- Variety and pace balanced with opportunities to dig deep from time to time ('truffle hunting') is important;
- Knowledge and understanding are our prime focus, not least because if these are built up children grow in confidence and develop a sense of achievement.

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We promote:

Use and familiarity with a variety of source material

Appreciation of historical concepts and terminology

- o Change and continuity

- o Cause and effect

- o Causation and motivation

- o The role of the individual

- o The attitudes and beliefs of people in the past

Analysis of society being studied in all its diversity

Formulation of arguments, interpretations and judgements on paper and in discussion.

'Not to know what took place before you were born is to remain a child forever' (Cicero)

Why History?

Huge public interest

Controversy

Drama

Roots of national identity

Worldwide concern

Enjoyment

Citizenship in a free society

Individual belonging

Lifelong leisure interests

Fundamental ideas

History is about Investigating

We have to look at evidence that survives from the past, analyse it, deal with contradictions and ask awkward questions if we are to get anywhere near the truth. History encourages independent and creative thinkers who are open-minded and good at problem solving.

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History is about People

People who really lived, well known and unknown, good and bad, people facing real situations, some very like those we face today, some very different. In History we study their words and actions, and try to work out their motives and beliefs. There are many great stories to be told.

History is about Communicating

Description and imaginative recreations of past events and interpretations have to be communicated to others. This means putting together a clear narrative and explanation, organising material and using evidence to support the points made. The skills developed throughout historical study from the earliest stage will be as useful in the 2020's as they are now.

'Historical awareness should be an essential part of the education of all young people' (Council of Europe).

The skills and qualities developed are important, but we never forget the dramatic story and the colourful people.

Conclusion

The best of all reasons for studying and, we believe, teaching history is simply that it is interesting, important and enjoyable. We hope the children will agree!

At Malsis history makes a distinctive and meaningful contribution to a balanced education. In a rapidly changing world the study of history and a lively interest in the past is as vital as ever, possibly even more so.

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