**BANKS ST STEPHEN’S CE PRIMARY SCHOOL HISTORY POLICY**

**Introduction**
At Banks St Stephen’s CE Primary School, our history curriculum is designed to develop curiosity about the past and provide a coherent understanding of Britain’s history and that of the wider world. Rooted in our Christian values of belonging, serving, and succeeding, we aim to inspire pupils to explore how history shapes their identity, their community, and the world around them.

**Purpose of the Study of History**
History helps children understand the complexity of societies, the process of change, and the diversity of people’s experiences. Through the theme of Land and Legacy, we explore how the past has shaped our local area of Banks, the nation, and the world.

**Aims**
Our history curriculum aims to:

* Foster an interest in the past and its relevance to the present.
* Teach significant events, people, and changes in Britain and the world.
* Develop a sense of chronology and mastery of historical vocabulary.
* Help pupils understand their cultural heritage, with strong links to the local history of Banks.
* Equip children with historical enquiry, analysis, and communication skills.

**Local Area Links**
We place a strong emphasis on the rich history of Banks and its surrounding areas, exploring how the village has evolved over time. Pupils learn about:

* **Saxon and Viking settlements** and the origins of local place names.
* The significance of the **draining of Martin Mere** and its impact on the local economy.
* The role of Banks during the **Industrial Revolution**, including the introduction of railways and its effect on the community.
* Historical evidence of **homes and buildings in Banks** across different periods, reflecting changes in daily life.

These links help pupils see themselves as part of an ongoing historical narrative while strengthening their sense of belonging to the community.

**The Teaching and Learning of History**
History is taught as a discrete subject while fostering cross-curricular connections with English, art, geography, and RE. The curriculum is enriched with hands-on learning through artefacts, photographs, and oral histories, as well as visits to local historical sites and museums.

**Key Stages Overview**

**Foundation Stage:**

* Focus on “Understanding the World” through familiar events, stories, and places.

**Key Stage 1:**

* Explore changes within living memory (e.g. toys and homes).
* Study significant individuals and events (Christopher Columbus and Neil Armstrong, Southport’s seaside history).
* Investigate local history, such as changes in Banks’ houses and buildings.

**Key Stage 2:**

* Develop chronological knowledge through British, European, and world history topics.
* Focus on **local history**, including:
	+ The Anglo-Saxon and Viking influence in Banks and the Battle of Brunanburh.
	+ The draining of Martin Mere and its legacy.
	+ The growth of the Industrial Revolution in Lancashire.
* Study broader historical themes, including:
	+ The **Feudal System** and medieval England.
	+ The Magna Carta’s impact on governance.
	+ The Tudors and the break from Rome.
	+ The achievements of early civilizations, such as Ancient Egypt and Baghdad.

**Progression, Assessment, and Christian Values**
Our history curriculum builds on prior knowledge and ensures progression in historical skills, including enquiry, interpretation, and chronology. Assessment is ongoing and focuses on children’s ability to ask questions, evaluate evidence, and communicate findings effectively.

Through the lens of Christian values, we promote respect for different perspectives and encourage pupils to consider their responsibility to serve their communities by understanding their shared history.

**Cross-Curricular and Enrichment Opportunities**

* Writing diaries, reports, and poetry inspired by historical figures.
* Exploring local landmarks and museums to deepen understanding of Banks’ past.
* Using digital resources and artefacts to bring history to life.

**Equal Opportunities and Inclusion**
We ensure all children, regardless of ability, background, or faith, can access and enjoy the history curriculum. Mutual respect and tolerance are central to our teaching, in alignment with British Values.

**Conclusion**This policy reflects our commitment to providing children with a rich and engaging history education that is firmly rooted in local heritage and inspires a lifelong curiosity about the past. Through our commitment to our Christian values of belonging, serving, and succeeding, we aim to foster a sense of community, responsibility, and achievement, empowering pupils to understand their place in history and contribute meaningfully to the world around them.