

### What does History look like at Preesall Fleetwood's Charity?

Our history curriculum aims to inspire our pupils' curiosity to know more about the past. History helps pupils to understand the process of change, the diversity of societies as well as their own identity and the challenges of their time.

Our history curriculum will equip the children to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgment.

'The more you know about the past, the better prepared you are for the future'  
(Theodore Roosevelt)

#### Our School Vision:

"You are the light of the world. A school that stands on a hill cannot be hidden". (Adapted from Matthew 5:14)

### How we facilitate the delivery of the History curriculum.

At Fleetwood's Charity School the History curriculum is based on the Lancashire Planning Documents.

To enhance this delivery we regularly use project loans from Lancashire County Council. Children also visit local museums who help to bring the past to life, as well as put it in a wider context.

We also use visiting experts to enhance the delivery of the curriculum.

### What do we learn?

We believe that an engaging and questioning History curriculum will enable our learners to:

- Foster an interest in the past and to develop an understanding that enables them to enjoy all that History has to offer;
- Know about significant events in British history, and to appreciate how things have changed over time, and thus a sense of Chronology
- Have some knowledge and understanding of historical development in the wider world;
- Understand society and their place in it so that they develop a sense of their cultural heritage;
- Develop their skills of enquiry, investigation, analysis, evaluation and presentation and local area.

### Why is Computing important?

History is a vital part of a well-rounded education. Through explorations in Primary school, it begins to allow pupils to explore, question and to understand the past and its impact. The study of our history is a way to put the pieces of the past together and show how we came to be where we are today.

'I got my mummy to take me to London to find out more about The Great Fire Of London, because I enjoyed it so much.'  
(Year Two Pupil)

## History



By the end of Key Stage One children should :-

- Be aware of the past, using common words & phrases relating to time.
- Fit people/events into chronological framework
- Identify similarities / differences between periods
- Use wide vocabulary of everyday historical terms
- Ask and answer questions
- Choose and use from stories and other sources to show understanding
- Understand some ways we find out about the past
- Identify different ways in which past is represented

By the end of Key Stage Two children should :-

- Continue to develop chronologically secure knowledge of history
- Establish clear narratives within and across periods studied
- Note connections, contrasts and trends over time
- Develop the appropriate use of historical terms
- Regularly address and sometimes devise historically valid questions
- Understand how knowledge of the past is constructed from a range of sources
- Construct informed responses by selecting and organising relevant historical information