



# Preesall Fleetwood's Charity CE School History Policy

## Our School Vision Statement

*'You are the light of the world. A school built on a hill cannot be hidden.'*  
*Matthew 5:14 (adapted)*

We will do our best, be kind, share ourselves with our community and shine from our hill, out into the world. At Fleetwood's Charity, we create a happy caring environment based on Christian Values, where we value every child and encourage them to strive for their highest standards of achievement. We ensure that our young people go into the world as confident, independent, responsible citizens with a love for learning.

Our Vision Statement pays homage to our belief that there is something potentially wonderful in each individual, and that this is something to be proud of and share with others.

# **History Policy**

At Fleetwood's Charity CE Primary School, we are committed to providing all children with learning opportunities to engage in History. This policy reflects our values and philosophy in relation to the teaching and learning of History. It sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment.

## **Intent**

History is real. It is about real people who lived, and real events which happened in the past. History is sequence, time and chronology and is the study of evidence about the past. It feeds our sense of identity, within the context of our social, political, cultural and economic life. History fires a child's curiosity about the past in Britain and the wider world, playing an essential part in preparing them for living and working in the outside world.

Through a study of History, pupils consider how the past has influenced the present, what past societies were like, how these societies organised their lives, and what beliefs and cultures influenced their actions. As they do this, children develop a chronological framework for their knowledge of significant events and people. They explore the diversity of the human experience, and understand more about themselves as individuals and members of a society. What they learn can influence their decisions about personal choices, attitudes and values in their own lives. In history, children find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, explore a variety of evidence, and argue for their point of view - skills that will be important in their adult life.

## **Subject Aims**

Our aims for History at Fleetwood's Charity CE Primary School:

- To instil in the children a curiosity and understanding of events, places and people in a variety of times and environments.
- To develop an interest in the past and an appreciation of human achievements and aspirations
- To understand the values of our society
- To learn about the major issues and events in the history of our own country and of the world and how these events may have influenced one another
- To develop a knowledge of chronology within which the children can organise their understanding of the past
- To understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours
- To understand the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials
- To distinguish between historical facts and the interpretation of those facts
- To understand that events have a multiplicity of causes and that historical explanation is provisional, debatable and sometimes controversial

## **Implementation**

The children undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through history the children learn a range of skills, concepts, attitudes and methods of working.

At Fleetwood's Charity CE Primary School, we are concerned with the process of history activities as well as the product; therefore it is important to list the skills, concepts and attitudes that the child should develop.

### **Early Years**

During the Foundation stage the children are given the opportunity to find out about past and present events in their own lives, those of their families and other people they know. In the Foundation stage history makes a significant contribution to developing a child's 'knowledge and understanding of the world' through activities such as looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

### **Key Stage 1**

The National Curriculum Programme of Study at Key Stage 1 focuses on developing children's awareness of the past, using common words and phrases relating to the passing of time. 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. Children should 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.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at Key Stage 2.

Pupils should be taught about:

- Changes within living memory
- Events beyond living memory that are significant nationally or globally
- The lives of significant individuals in the past who have contributed to national and international achievements
- Significant historical events, people and places in their own locality

### **Key Stage 2**

The National Curriculum Programme of Study at Key Stage 2 should continue to allow children to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age

- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China

As well as making its own distinctive contribution to the school curriculum, history contributes to the wider aims of primary education. Teachers will ensure that links between subjects are maximized.

### **Progression and Continuity**

The activities in history build upon the prior learning of the children. Whilst we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we ensure continuity and progression so that there is an increasing challenge for the children as they move up through the school.

### **Teaching and Learning**

We use a variety of teaching and learning styles in history lessons. Our aim is to develop the children's knowledge, skills and understanding in history and we use a variety of teaching and learning styles in our history lessons. We believe in whole-class teaching methods and combine these with enquiry-based research activities. We believe children learn best when:

- They have access to, and are able to handle artefacts
- They go on visits to museums and places of interest
- They have access to secondary sources such as books and photographs
- Visitors talk about personal experiences of the past
- They listen to and interact with stories from the past
- They undertake fieldwork by interviewing family and older friends about changes in their own and other people's lives
- They use drama and dance to act out historical events
- They are shown, or use independently, resources from the internet, CD ROMs and videos
- They are able to use non-fiction books for research
- They are provided with opportunities to work independently or collaboratively, to ask as well as answer historical questions.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

### **History curriculum planning**

History is taught through a topic approach alongside Design & Technology, Geography and Art. Our curriculum is carefully planned to engage and excite all our learners, in order to provide them with a high quality learning. Our long-term and medium-term plans map out the skills and themes covered each term for each key stage. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term.

## **Resources**

There is a range of age appropriate resources to support the teaching and learning of history, including the local area, across the school. We have a wide range of text books and interactive boards to access the internet as a class.

Visits are planned to enhance learning and give hands on activity. People with an interest, or expertise, in a particular topic or area of history could be invited into school to work with the children. These might be parents, grandparents, other family members, neighbours or representatives of the local community.

## **Cross-curricular links**

*English* - History supports the teaching of English in our school by encouraging children to discuss and describe what they have done. Children are also encouraged to reflect on their work and discuss ways to improve.

*Maths* – History supports teaching of Maths, as the children learn to place events in chronological order. The concept of counting backwards is evident in the BC timeline. Populations and other numerical data of other civilisations or times are explored.

*Computing* - Information and communication technology enhances the teaching of History, where appropriate, in all key stages. Teachers are able to use the internet to access many resources, and class screen allow children to share an insight into life in the past.

*Geography* – Placement of a civilisation, as well as transport links, food supply and other key aspects of a people and their lifestyle link closely to the geography of their home, and the access to the rest of the world. Within a topic such as the Romans, the invasion of other nations links to geography.

*PSHE* - History contributes to the teaching of personal, social and health education. Children learn about teamwork and positive interactions as well as the consequences of negative behaviours. History has many lessons to learn in this area.

*Music* – In learning about different civilisations and times in history, music is an interesting link to make. It is often a large part of culture, and interesting and informative links can be made.

*Spiritual, moral, social and cultural development* - HISTORY makes a contribution to children's SMSC by:

- Looking at the creation and evolution of British society;
- Enabling pupils to reflect on issues such as slavery, the holocaust and Imperialism;
- Showing an awareness of the moral implications of the actions of historical figures.

## **Impact**

### **Assessment and Recording**

Assessment is an integral part of the teaching process. It is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Marking Policy.

## **Roles and Responsibilities**

### **The role of the Subject Leader**

The History subject leader is Mrs Potter.

The Subject Leader is responsible for improving standards of teaching and learning in History through:

- Monitoring and evaluating History
- Provision of high quality History through school
- Maintaining the availability of high quality resources
- Maintaining an overview of current trends and developments within the subject
- Identifying professional development needs of staff and planning CPD

The Subject Leader will meet with the link Governor twice a year and report to the Curriculum and Standards sub-committee as required.

Date of policy: 12/6/20

Date of review: 12/6/23