



## Curriculum Statement for History

### **AIMS:**

At Lytham Church of England Primary School we aim to ensure that:

- History teaching stimulates the children’s interest and understanding about the life of people who lived in the past, both in Britain and in the wider world.
- Children are taught a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage.
- Children learn to value their own and other people’s cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today.
- Children understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.
- 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 aims for History are all underpinned by our school’s Christian values: Service, Faith, Determination, Love, Honesty, Friendship, Thankfulness, Respect and Forgiveness.

### **The History leader is: Miss Chantelle Bradshaw**

Intent	<p>History teaching at Lytham Church of England Primary School is designed to stimulate the children’s interest and understanding about the life of people who lived in the past.</p> <p>We aim to ensure a child’s emotional wellbeing by developing their sense of personal history. They recognise how we learn from the past and we promote their emotional health and resilience by helping them to understand that life in the past, as it does now, has its difficulties and challenges and that we can learn how to overcome these just like people in the past have had to do.</p> <p>Through teaching History lessons we develop children’s compassion and empathy for people who have gone through struggles and teach children that we can learn a great deal from things that have happened throughout history.</p> <p>We develop children’s confidence by encouraging them to ask questions, think for themselves and challenge ideas. This helps them</p>
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	<p>to foster a love of learning about History, with children directing their own learning through projects and research and inspiring them with visitors and visits. We encourage children to communicate their understanding of what they have learnt in a variety of ways and develop their creativity through how they express themselves and how they approach solutions to historical questions. We also teach them to reflect on what we can learn from the past, comparing life now to life then, what we have learnt from this and how things have changed and why.</p>
<p>Implementation</p>	<p>In ensuring high standards of teaching and learning in History, we implement a curriculum that is progressive through school. History is taught as Topics through the Lancashire Scheme of work focusing on the development of children’s knowledge and skills.</p> <p>Cross curricular outcomes in History are specifically planned for. The school’s own context is also considered, with opportunities for visits to places of historical interest and learning outside the classroom also identified and embedded in practice. Visits to the local area and use of local artefacts also support contextualized learning, as well as the acquisition of key knowledge and systematic development of key skills.</p> <p>Planning is informed by and aligned with the National Curriculum. Teachers’ lesson design is not limited by the Lancashire scheme of work and teachers have access to further guidance from other sources. The History curriculum is designed to ensure appropriate diversity in the significant figures that children learn about.</p> <p>Teachers’ cater for the varying needs of all learners, differentiating activities where necessary and as appropriate, and ensuring an appropriate level of challenge. Outcomes of work are regularly monitored and assessed to ensure that they reflect a sound understanding of the key identified knowledge.</p> <p>The Early Years Foundation Stage (EYFS) follows the ‘Development Matters in the EYFS’ guidance which aims for all children in Reception to have an ‘Understanding of the World; people and communities, the world and technology’ by the end of the academic year.</p>
<p>Impact</p>	<p>Outcomes in Topic and Literacy books evidence a broad and balanced History curriculum and demonstrate the children’s acquisition of identified key knowledge.</p> <p>Emphasis is placed on analytical thinking and questioning and children demonstrate a coherent knowledge and understanding of Britain’s past and that of the wider world, in addition to being curious to know more about the past. Through this, pupils ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.</p> <p>Plenty of opportunities for children to take part in visits to places of historical interest should be planned for as well as opportunities for visitors to come into school and teach children about History.</p>

	<p>Impact of the subject is demonstrated in different ways:-</p> <ul style="list-style-type: none"> <li>• Through pupil voice children will be able to talk about the skills and knowledge they have acquired.</li> <li>• Children will be engaged in History lessons and want to find out more.</li> <li>• Children will complete research independently through projects and homework and to further their own enjoyment about the subject or topic.</li> </ul> <p>Work will show that a range of topics is being covered, cross curricular links are made where possible and differentiated work set as appropriate. As historians, children will learn lessons from history to influence the decisions they make in their lives in the future.</p>
Coverage and Progression	<p>Clear progression has been mapped out for History in the National Curriculum. Termly Curriculum Overviews act as a reference tool for teachers, pupils and parents to show clear expectations for what each year group should learn by the end of the unit of work. Teachers will hold regular meetings to discuss children's progress in History and discuss next steps for planning and progression.</p>
Assessment	<p>Pupils' attainment in History is assessed at the beginning and the end of a topic using KWL grids and by monitoring children's work. Children's yearly progress will be recorded in the Foundation Subjects end of year Assessment grid.</p>