

History Policy

Intent

Worsthorne aspires to develop curiosity and wonder together with a deep knowledge and understanding of Britain's past and of the wider world. We aim to enable children to ask perceptive questions, weigh evidence, sift arguments, and develop perspective and judgement.

The school aims to:

- To inspire pupils' curiosity to discover more about the past and to develop an understanding that enables them to enjoy all that history has to offer;
- To enable children to know about significant events in British history and to appreciate how things have changed over time;
- To develop enquiry skills linked to first hand experiences including artefacts, visits to museums and visitors;
- To develop communication skills through modelling questioning and teaching a wide range of vocabulary;
- To develop a sense of chronology;
- To know and understand how the British system of democratic government has developed and, in so doing, to contribute to a child's citizenship education;
- To understand how Britain is part of a wider European culture and to study some aspects of European history;
- To have some knowledge and understanding of historical development in the wider world;
- To help children understand society and their place within it, so that they develop a sense of their cultural heritage;
- To develop in children, the skills of enquiry, investigation, analysis, evaluation, debate, interpretation, problem solving and presentation.

Implement

To achieve the above, we do the following:

To ensure high standards of teaching and learning in history, we implement a curriculum that is progressive throughout the whole school. History is taught as part of a termly topic, focusing on knowledge and skills stated in the National Curriculum. At Worsthorne, we ensure that history has the same importance given to it as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences.

The history curriculum at Worsthorne Primary School is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills and taught in each Key Stage. The Lancashire Unit plans are used as a guide to support medium term plans in each year group and are designed to be progressive throughout the school.

General class teaching

As a school, teachers plan lessons for their class using Lancashire Unit plans. Teachers can use this document to plan their history lessons suitable to their class's interests and what they want to learn. The three main skills that are taught throughout the history topics are:

- Enquiry skills – artefacts, museums, visitors

- Communication and Literacy – questioning, vocabulary
- Chronology – an understanding of periods of time and how they overlap

When teaching history, the teachers should follow the children's interests to ensure their learning is engaging, broad and balanced. Teaching also takes into account the local History and how it is relevant to our area and families. History teaching focuses on enabling children to think as critically. A variety of teaching approaches are used based on the teacher's judgement.

Staff are aware of progression within History and how each year group connects to the previous. Staff know to link back to previous topics and how they might relate.

EYFS

- History is taught in Reception as an integral part of the topic work through child-initiated and adult led activities. The children are given the opportunity to find out about past and present events in their own lives, and those of their families and other people they know. In the Foundation stage history makes a significant contribution to developing a child's 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.

KS1

- During Key Stage 1, pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past in Britain and the wider world. They listen, and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present.

KS2

- During Key Stage 2, pupils learn about significant people, events and places from both recent and the more distant past. Topics are taught in chronological order, starting with the most recent. E.g. Year 3 study WWII and Year 6 study The Stone Age. Children learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

Resources

As a school, we use 'Simply Schools' to send loan boxes which relate to the topics in each year group. The loan boxes are for 2 weeks. Over this period of 2 weeks, it is advised that the History topic be blocked and use the loan boxes as much as possible before they are returned.

There are a variety of historical artefacts within school that are stored in classrooms including toys from the past and household items.

Visits and visitors to be used as much as possible to enable children to gain different perspectives of lives from the past and how it has changed.

Staff will use the internet to enhance their learning, encouraging research and finding primary and secondary sources to inform learning.

Impact

At Worsthorne:

- Children will become increasingly critical and analytical within their thinking. Making informed and balanced judgements based on their knowledge of the past.
- Children will become increasingly aware of how historical events have shaped the world that they currently live in.
- They will also have a further understanding of History on a local level and on a small-scale.
- Children will develop enquiry skills to pursue their own interests within a topic and further questioning.
- Where applicable, children will have encountered or participated in high-quality visits/visitors to further appreciate the impact of History.
- Children are to retain prior-learning and explicitly make connections between what they have previously learned and what they are currently learning.

Assessment

The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Comparing groups, such as boys and girls; SEN and non-SEN happens termly. Feedback is given to the children as soon as possible, and marking is guided by the school's Marking Policy.

Date of Policy	November 2023
Person Responsible	Steven Lomas
To be reviewed	Annually
Review Date	October 2024