

# Inquisitive minds shape our world

## History Policy

### Intent

Worsthorne Primary School 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.

Our school values are supported through our teaching of history and our historical curiosity in school. The history curriculum is exciting and engaging, enabling children to "think, question, problem solve and reason and offers hands on experience." Our values of resilience, independence, reflection, confidence, respect and most importantly, creativity are features of every aspect of the history curriculum.

## 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. Bespoke Unit plans, written by the subject leader using the Lancashire plans as a stimulus, are used as 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 the medium-term plans. Teachers can use this document to plan their history lessons suitable to their class's interests and needs. 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.
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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.

## Inclusion

All children will have equal access to the history curriculum. Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing history lessons. All efforts will be made to ensure that cultural and gender differences are positively reflected in lessons and the teaching materials used. At Worsthorne Primary, we ensure that we teach a balanced history curriculum which reflects diversity. Children gain an understanding of the past through learning about the individual experiences from different backgrounds, ethnic groups and periods of the past. Teachers are also mindful about unjust actions and attitudes seen throughout history. Whilst these will not always be directly taught, where age-appropriate, children will be encouraged to challenge historical bias and oppression, in order to question and stand up

for individual and collective rights now and in the future: this is particularly seen in Keystage Two. Opportunities for visitors, historical visits and the use of the library loan boxes for artefact work provide extra cultural capital for our children to deepen their understanding and further their links to the past.

### Parental Engagement

Parents have several ways of engaging with the school's history curriculum. Regular curriculum updates are sent home informing parents of the upcoming learning. Children are featured on the newsletter and through the school's learning platform, Seesaw, participating in history lessons.

Some classes may invite parents in to watch short assemblies or attend demonstrations of their work.

### Cross-Curricular links

Staff are encouraged to develop cross-curricular links with history and other subjects to provide a relevant and meaningful curriculum for pupils:

**English:** History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop oracy through discussing historical questions, or presenting their findings to the rest of the class. They develop their writing ability by composing different genres of texts. Some units in the Lancashire 'Talk Programme', which Worsthorne has adopted for the teaching of English, have strong links to key areas of history.

**Mathematics:** the teaching of history contributes to children's mathematical understanding in a variety of ways. Children learn to use numbers when developing a sense of chronology through activities such as creating timelines and through sequencing events in their own lives. Children also learn to interpret information presented in graphical or diagrammatic form. They also study different number systems from past cultures, e.g. Roman numerals.

**Spiritual, moral, social and cultural development (SMSC):** in our teaching of history we also contribute to the development of the children's spiritual, moral, social and cultural understanding by looking at the establishment of multicultural Britain and the moral implications of the actions of historical figures.

**Computing:** wherever appropriate, we use computing to enhance our teaching of history. The children use technology in a variety of ways, such as word-processing, finding information on the Internet and presenting information. They make creative use of the digital camera and iPads to record photographic images.

**Personal, Social and Health Education (PSHE) and Citizenship and British Values:** the history curriculum explores and celebrates the key British Values of justice, tolerance, respect,

democracy and liberty. It offers the children the opportunity to compare and contrast with historical periods and challenge thinking.

### 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 regularly by subject leader. Feedback is given to the children as soon as possible, and marking is guided by the school's Marking Policy.

<b>Date of policy</b>	September 2025
<b>Person responsible</b>	Kate Walsh
<b>To be reviewed</b>	Annually