



Longridge Church of England  
Primary School

# History Policy

Updated - May 2021

Subject Co-Ordinator: Mrs Carr  
Subject Governor: Mr Meades

# History

## Statement of Intent

At Longridge C of E Primary School we believe that, through the study of History, children make sense of their world and enrich their understanding of it. Our History teaching ensures children have opportunity to develop skills to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups. We support our children to develop a sense of identity and cultural understanding based on their historical heritage with reference to the history of our Local area and our school. It is through carefully planned, progressive teaching and learning in History that we aim to equip children with skills that are transferrable throughout their education at our school and beyond. This policy sets out the framework in which the History Curriculum will be taught.

## Curriculum

At Longridge C of E Primary School our History teaching follows the National Curriculum requirements and is based on the 'PlanBee' scheme. Teachers adapt and enhance the 'PlanBee' scheme to suit their year group and class cohort. In Reception, teaching is in line with the Early Years Foundation Stage Curriculum.

Our teaching ensures all children are given opportunity to develop History skills. We provide opportunities for children to explore and apply skills of chronology, enquiry, investigation, interpretation and communication/presentation. In Reception, children are supported to develop 'The Characteristics of Effective Learning' which enables them to use skills of enquiry and problem solving in their learning.

## Key Aims for this Subject:

- Know and understand the history of the UK, and how it shaped the world, as a chronological narrative, from the earliest times to the present day.
- Know and understand significant aspects of the history of the wider world, such as ancient civilisations, empires and past non-European societies and apply a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- Understand historical concepts, such as continuity and change, cause and consequence, similarity, difference and significance, and use these to analyse then report.
- Understand the methods of historical enquiry such as using evidence to support arguments.

- Gain a historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history.

## **Overview of History Learning at each stage of the curriculum at Longridge C of E Primary School:**

### **EYFS:**

In Reception children begin to gain an understanding of their own and family history through talking about events that are important to them and their family. They can explore lives from the past as part of some themes explored. For example looking at pictures of older vehicles as part of the 'Journeys' focus.

### ***Children in Reception are working towards acquiring these skills at the end of the Foundation Stage Curriculum:***

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

*(Development Matters 2021: People, Culture and Communities ELG)*

### **KS1**

Pupils will be taught about:

Changes within living memory and changes in national life.

Events beyond living memory that are nationally or globally significant.

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.

### **KS2**

Pupils will be taught about:

In relation to Britain; the Stone Age to the Iron Age, the Roman Empire, the Anglo Saxons and Scots, the Vikings to the time of Edward the Confessor.

The earliest civilisations.

Studies on local history, an aspect of British history beyond 1066, Ancient Greece, a non-European society such as Baghdad c. AD 900 and another ancient civilisation.

## **Resources**

Staff have access to a range of resources through the 'PlanBee' scheme. In addition to this, a variety of resources are available with an emphasis on primary and secondary sources including artefacts, photos, pictures, books, videos and I.C.T. software. Through our teaching we encourage children to ask questions, look at evidence and artefacts, hear stories and read books, relive events of the past and visit historical sites.

The internet and online resources are used by staff to enhance teaching where this supports children's learning. At KS2 the internet may be used for research. Staff talk about Online Safety with their classes to help children understand how to stay safe when using Online Resources.

Educational visits are an important resource for History. Teachers are encouraged to take the children on historical visits such as the National War Museum (WW2) and Ribchester (Romans). Many classes have history themed days (The Victorians and Vikings) and the children are encouraged to dress up in historical costumes.

## **Teaching**

The subject matter covered in History reflects the requirements of the National Curriculum. At Longridge C of E Primary School we look for a balance of teaching time for History over the school year. This averages between 1-1hr30mins teaching weekly. At times, historical content and skills may be concentrated within a half term or a shorter period of time. (see History overview below)

	<b>Autumn Term 1</b>	<b>Autumn Term 2</b>	<b>Spring Term 1</b>	<b>Spring Term 2</b>	<b>Summer Term 1</b>	<b>Summer Term 2</b>
<b>Y1</b>	The 4 Seasons	Guy Fawkes	At the Farm	Castles	My World and Me	Seaside Now and Then
<b>Y2</b>	Where do I live?	Toys and Games in the Past	Around the World	The Great Fire of London.	Let's go on Safari	Florence Nightingale
<b>Y3</b>	Where does food come from?	Henry VIII	Countries of the World	Prehistoric Britain Stone age to Iron Age	The Romans	Investigating the local area
<b>Y4</b>	Our European neighbours	Ancient Greece	In the Desert	The UK	Anglo Saxons, Picts and Scots	The Vikings
<b>Y5</b>	The Egyptians	Water	The Victorians	Investigating Coasts	Crime and punishment	Rivers
<b>Y6</b>	W.W.2	W.W.2	South America	Extreme Earth	Extreme Earth	The Aztecs

Staff ensure there is focus on teaching of the skills inherent to the History Curriculum. These skills include:

#### Chronology:

- Gaining an understanding of past/present, identify key people/time periods and draw links between time periods.

#### Events, People and Changes:

- Gaining historical knowledge by describing aspects, changes and impacts of historical periods.

#### Interpretations, Enquiry and Using Sources:

- Exploring sources and making accurate observations, Analysing and interpreting evidence to recognise patterns or draw conclusions.

#### Communication:

- Discuss, share and present a range of historical understanding to others

Each class teacher is responsible for the delivery of the History Curriculum and will adapt teaching for different learning situations, with respect to the needs of individual pupils.

## **Inclusion and the History Curriculum**

Staff ensure that all children have access to the History Curriculum. Teachers have a thorough knowledge of children in their class and are made aware of those learners who are working below the expected level of attainment during transition at the beginning of each academic year. Teachers provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. Teachers ensure that the needs of any children with an EHCP or SEND Support Plan are met to allow access the History Curriculum. In the Early Years Foundation stage, children are tracked throughout the year. As necessary, support is given to ensure each child accesses the 'Understanding the World' element of the Early Years Foundation Stage Curriculum at the correct level. This is provided through Adult-led activities or Continuous Provision independent challenges.

## **Able, Gifted and Talented**

Class teachers have a thorough understanding of the children in their class cohort. They are made aware of those learners who are working above the expected level of attainment during transition at the beginning of each academic year. Class teachers ensure that all children are supported and challenged at the appropriate level to reach their full potential. Lessons are carefully planned and there is adequate opportunity for extension tasks for those learners who require this. In the Early Years Foundation stage, children are tracked throughout the year. Extension activities can be provided through adult-led activities or Continuous Provision independent challenges for those children who require this.

## **Assessment, Recording, Reporting**

Assessment, recording and reporting in History is in line with whole school guidelines. Staff use formative assessment as an essential part of teaching and learning. This assessment is used to inform planning and adapt or enhance the 'PlanBee' scheme as appropriate.

Staff complete assessment sheets for each unit of History and note children who are working below or beyond the expected level. The assessment sheets also highlight links to other curriculum areas. These sheets are collated by the History Co-Ordinator and shared with the Senior Leadership Team termly. Staff report on each child's attainment in History as part of the annual written report at the end of the summer term.

In the Early Years Foundation Stage, staff track each child's progress throughout the year and this is shared termly with the Senior Leadership Team. At the end of the academic year, staff complete the Early Years Foundation Stage profile for each child. They report against the Early Learning Goals for 'Understanding the World' for each child.

## **Staff Development**

The History Co-Ordinator is responsible for overseeing the planning, resourcing and monitoring of the school's History programme. The History Co-Ordinator links to the History Cluster group and attends meetings alongside Co-Ordinators from other schools. The History Co-Ordinator provides feedback to staff regarding any relevant discussion/training from Cluster Meetings. Staff can pursue development in this area through the county course programme.

### **Equal Opportunities**

Children irrespective of ability, race or gender are given full access to the History Curriculum as taught at school. Class teachers plan carefully for those children in their class. Differentiation is used in a variety of ways to allow children to respond to the work presented to them at the appropriate level.

### **Evaluation, Review, Modification**

The History Co-Ordinator maintains an up-to date understanding of History Curriculum requirements/developments by viewing relevant documents and attending History Cluster meetings. The History Co-Ordinator is available for staff to speak to regarding any questions related to this subject. The History Co-Ordinator completes monitoring, including yearly 'book looks', to review the planning and implementation of the History scheme. The 'PlanBee' scheme is reviewed yearly and staff are aware this is the basis of their History teaching and can be adapted or enhanced. Such an understanding ensures that History teaching and learning at Longridge C of E Primary School follows the National Curriculum requirements but can also be bespoke to each class/year group as well as our school as a whole.

The policy is reviewed annually to ensure it complies with the latest legislation, guidance and best practice. The next scheduled review date of this policy is: May 2022

**May 2021**