



History Policy

2021

Agreed by staff: October 2021

To be agreed by Governing Body: November 2021

Review date: September 2024

Rationale

At Penwortham Primary School we believe that high quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the life of people who lived in the past. We teach children to understand how events in the past have influenced our lives today and by doing so develop children's ability **to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.** As children progress through the school, we provide them with a chronological understanding of the past.

History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. Our school values are embedded throughout the curriculum by our '**Personal Best**' values. We aim for our pupils to be their very best '**Social Me**', '**Thinking Me**' and '**Healthy Me**'. The values of: **Respect, Communication, Trust, Responsibility, Problem Solving, Reflection** and **Curiosity** play a significant role within history lessons at Penwortham Primary School.

Intent

Aims

At Penwortham Primary School we aim to provide quality teaching and learning of history to promote:

- An understanding of life in the present by exploring the past.
- A curiosity and inquisitiveness about life in the past.
- A sense of chronology.
- A knowledge of significant events in British History and an appreciation of how societies and people have changed over time.
- An understanding of society and their place within it, so that they can develop a sense of their own cultural heritage.
- An understanding of historical concepts such as cause/consequence, continuity and change.
- An understanding of how evidence is used to make historical claims.
- Perspective between local and international history encompassing all areas of history such as political and religious.

The National Curriculum aims to ensure that all pupils:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisation; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- Gain and deploy 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 them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts.

- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social; and between short-and long-term timescales.

Making History Relevant

Historia (the Greek word for history **meaning enquiry; knowledge gained by investigation**) is the study of the past. It is our intention, at Penwortham Primary School, to enable the children to think as historians with the emphasis on examining historical artefacts and other primary resources. The investigation of photographs, paintings and texts provides the children with more valuable experiences than studying books and websites. We also recognise and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past as well as exploring history through English. We focus on helping children to ask searching questions about information they are given, encouraging discussion and debate.

Making Use of our Locality and Wider Links

At Penwortham Primary School, we aim to provide strong foundations for children's development of historical knowledge, skills and understanding, by making best use of primary and secondary sources on our doorstep. These include:

- The school itself – using log books and photos
- The village of Penwortham
- The city of Preston
- People in our community with an oral history
- The Harris Museum

Implementation

At the beginning of all units, children will look back at time periods previously studied. This encourages them to build on their chronological framework and see every unit in the wider context of time.

In history, children are taught the same historical skills throughout the school but the skills are progressive and applied to time periods.

History units are applied to these key skills:

- Developing a chronological understanding, putting the time period in context.
- Understand the cause or consequence of a significant historical event.
- Understand what has changed and what has stayed the same.
- Understand the impact of a time period on our lives today.
- The opportunity to ask historically valid questions.
- Analysing evidence and questioning its validity.

We use the National Curriculum with elements of Lancashire's scheme of work for history (LPDS) as the basis for our curriculum planning, and from this, we have tailored our long-term plan to our

children ensuring that we cover and use our local resources to enhance the children's awareness of their own history and location.

We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression into the scheme of work so that the children are increasingly challenged as they move up through the school.

We carry out curriculum planning in history in three phases (long-term, medium-term and short-term). The long-term plan maps the history topics studied in each term during each key stage and the children study history topics in conjunction with other subjects, especially at Key Stage 1. Some topics have a particular historical focus and in Key Stage 2 we place an increasing emphasis on independent historical study. We teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding programme of study.

The class teacher writes an outline for each history lesson (short-term plans). These list the specific learning objectives of each lesson.

Curriculum

Through history the children learn a range of skills, concepts, attitudes and methods of working.

Early years:

History is taught in Reception as an integral part of topic work through child-initiated and adult led activities in the EYFS 'Past and Present' section of the Early Learning Goals. This involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them. The children are given opportunity to find out about the past and present events in their own lives, and those of their families and other people they know. In the Foundation stage history makes significant contribution to developing a child's understanding of the world through activities such as looking at pictures, sharing stories and books, welcoming local visitors and visiting their locality. As well as building important knowledge, this extends their familiarity with vocabulary that supports understanding (for example now/then and old/new).

Key Stage 1:

During Key Stage 1, pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from recent and more distant Britain and the wider world. They listen, 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.

Key Stage 2:

During Key Stage 2, pupils learn about significant people, events and places from both recent and more distant past. They learn about changes 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, religious and cultural 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.

Teaching and Learning:

Penwortham Primary School uses a variety of teaching and learning styles in history lessons. Our principal aim is to develop the children's knowledge, skills and understanding in history. We believe in whole-class teaching methods and combine these with enquiry-based learning activities.

We believe children best learn 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 and interview family and older friends about the 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 and videos
- They are able to use non-fiction books and the internet for research
- They are provided with opportunities to work independently or collaboratively, to ask as well as answer historical questions.

Each unit of work will progress in the following way:

1. Remembering the last history unit studied
2. Beginning a knowledge web
3. Placing the period on a timeline
4. Handling sources of evidence to generate interest and skills of enquiry (Once a year, each class will handle artefacts and sources of evidence from the Museum Loan service).
5. Knowing the outcome being worked towards

During each lesson, questions will be asked, vocabulary developed and reference to chronology will be made. During the unit of work links will be made to local history wherever possible.

Local History

We place importance on children developing an understanding of history within the locality. For this reason, year groups who do not have local history as a full unit of work will spend a period of time studying a particular aspect of local history. For example, in Year 5 children will learn about the development of women's football through a study of the Dick Kerr ladies and Year 6 will study the history of the Winkley Square ladies –the suffragette Edith Rigby

Equal Opportunities:

It is the responsibility of teachers to ensure that all pupils, irrespective of gender, ability, race or SEND, have access to the curriculum and make the greatest progress possible. Teachers set suitable learning challenges and respond to each child's different needs.

Impact

We want children to talk about history and what they have learnt with good knowledge and understanding, as well as showing good work in their books that they are proud of.

Assessments, monitoring and review

Assessment is based on the principles of Assessment for Learning. For each unit, pupils are assessed to have met the expected targets, to be working towards them or exceeding.

The history subject leader is responsible for:

- Ensuring progression and continuity across the key stages through the development of the long-term plan.

- Supporting colleagues in the implementation of the short-term plan and providing support within units of work.
- Monitoring the progress and standards within the subject
- Keeping up to date with developments in history and disseminating information to the teaching staff.