



History Policy

Intent

At Ightenhill Primary School, we believe that history should provide pupils with a coherent knowledge and understanding of Britain's past and that of the wider world. Through our well-planned curriculum, we instil a love of history in our children, inspiring pupil's curiosity and interest about the past.

History provides opportunities for children to ask perceptive questions, thus developing questioning skills, empathy and an understanding of why people acted the way they did; why events happened and what happened as a result. Children are encouraged to think critically; to analyse evidence; to consider arguments and to develop their own perspective and judgements.

The teaching of history promotes an understanding of the way people lived in the past - including their values, beliefs and attitudes. We use history as a vehicle to develop our children's understanding of the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups. Children are encouraged to compare this past to their own lives. We promote our school value, '**respect**' at all times.

Unique to our school is the rich history of our local area. It is our **ambition** to enthuse children about their home town with a local study on Burnley and the Lancashire area. The children will learn about the circumstances that led the Pendle witch trials of the seventeenth century and the development of the cotton industry in Burnley and Lancashire during the industrial revolution. Children will learn of its global impact and its connections with black slavery in America.

Aims

Our main aim is to develop pupils' knowledge and understanding of British, local and world history with a secure chronological awareness of when events occurred.

Children are expected to:

- 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 civilisations; 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, including written narratives and analyses

- 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 history; and between short- and long-term timescale.

Implementation

At Ightenhill Primary School, our history topics are planned on a two-year cycle across Key Stage One, lower Key Stage Two and upper Key Stage Two. This allows us to have a whole school overarching theme or key question, giving our large school a shared purpose and vision. History topics are planned with the clear learning intentions linked to the National Curriculum expectations. To ensure the subject content from the National Curriculum is delivered appropriately, knowledge organisers have been developed for each topic; these outline the key skills, facts and vocabulary that the children will experience. History topics are organised so that links can be made with other subjects. Topics are made vibrant and enhanced by the provision of good quality information books, museum loans and visits or visitors. As with all of our curriculum, a high emphasis is placed on the promotion of literacy skills so quality texts provide ample opportunity for children to read and learn about historical events. Large time-lines are permanently displayed in each KS2 classroom to develop the children's understanding of chronology.

Teaching and Learning

Experienced staff plan together to develop a series of lessons that incorporate a range of teaching strategies designed to maintain the children's interest. Variety in the lessons cater for the different learning styles of our pupils. Through careful planning, the use of sources and artefacts, children will be provided with opportunities to:

- formulate and answer questions
- analysing evidence
- debate and discuss events
- working individually, in groups or as a whole class
- participate in practical activities
- use ICT to support their learning
- to use high quality texts to learn more about topics of interest.

Promoting our school value, '**ambition**', we have high expectations of all children and encourage them to be successful and achieve their full potential. Where teaching assistants are available, they are used to support individuals or groups in the classroom to ensure that all pupils access the learning.

As a school, we aim to teach our children key skills that can be applied across the curriculum and in real life contexts. By adopting the 'Empowering Learners' curriculum, we hope that our children will become: self-managers, effective participators, resourceful thinkers, reflective learners, independent enquirers and effective team workers. This also develops the children's mindset, encouraging them to be **responsible** and **resilient** learners.

Planning

The two-year cycle balances the teaching of the expected subject knowledge from the National Curriculum and the experiences and knowledge that our children need to be responsible citizens in our local community and wider society. These additional units stem from the wider curriculum and include topics such as Black History and Animal Rights.

Teacher's medium term plans will be based on the knowledge organisers provided by the History Leader. Weekly history lessons are planned by teachers and monitored by the History Leader.

Planning includes:

- clear learning intentions linked to the history outcomes from the National Curriculum
- key learning questions, vocabulary and skills
- differentiated learning activities
- assessment opportunities
- use of teacher and support
- progression across the series of lessons building on prior learning from previous years

Pupil's records of their work

There are various ways for pupils to record their work in history. These may include:

- formal written work
- drama activities
- diagrams / posters / use of ICT to present their work
- presentations
- class debates and discussions – recorded by sticky notes / displays or photographs

Written work is completed in the child's History book. The children are encouraged to work neatly using the school's presentation policy. Good standards of English and grammar are an expectation of all written work.

Feedback and Marking

Work is marked in accordance with the feedback policy. A traffic light system is used to assess the children's understanding of the learning intention where appropriate. Children are expected to respond to their feedback and marking, and edit and improve their work accordingly.

Assessment and Record Keeping

Teachers are expected to monitor the progress of the children in their class. Expectations for the end of year are in the children's books and teachers should refer to these when making judgements on the children's progress and attainment.

Monitoring

The monitoring of history includes:

- reviewing planning, teaching and learning
- work scrutiny
- learning walks
- pupil interviews

The results of such activities are recorded on a SERF sheet and forwarded to the headteacher.

Additional Resources

Resources are stored centrally and accessed by teachers at the beginning of a topic. Library loan and museum boxes can be ordered from outside agencies and must be requested in advance of the topic being taught.

Impact

- Children will be able to talk enthusiastically about their work in history.
- Books will reflect a range of activities demonstrating learning in each topic.
- The children's understanding of the complex nature of history will develop as the children move through school.
- From Y2 onwards, quizzes will track the progress of each child in every topic.
- Standards in history will be good.
- The children will acquire and apply transferable skills that can be seen in future learning.

The Governing Body

Annual reports are made to the governors on the development of, and standards in history.

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Mark Farrar