

**Brinscall St John's C.E./
Methodist Primary School**



**History
Policy Document**

Date of policy: September 2024

Date approved by Governing Body:

Review date: Under review September 2026

This policy outlines the purpose, nature and management of history taught at Brinscall St. John's. It reflects the school's vision and mission statement where everyone is valued and encouraged to flourish. We encourage everyone to let their light shine in all aspects of their life, following the example of Jesus Christ.

Shine with the light of Jesus - Matthew 5:14-16. You are the light of the world.

Intent:

Here at Brinscall St John's we want to deliver a curriculum that inspires creativity when thinking about the past, through historical enquiry.

Pupils should:

- become problem solvers, equipping them to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement.
- have a good understanding of chronology and the order in which key historical events have occurred
- 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
- Develop an understanding of healthy minds and bodies, making links with the past and the impact on life today.

This will enable pupils to have a deeper understanding of God's world and shine with the light of Jesus.

Implementation:

In ensuring high standards of teaching and learning in history, we implement a curriculum that is progressive throughout the whole school:

- the curriculum units, that Brinscall St John's have developed, are based around a 'Big Question' and are based on the National Curriculum, teacher books and ideas, Lancashire planning booklets and end of Key Stage expectations. These equip pupils with the knowledge about Britain's history, and the wider world and how they have been influenced by other cultures and times
- we ensure the progressive development of historical concepts, knowledge and skills through careful planning, this aims to inspire all our pupils to be curious and have a fascination about history
- we develop the knowledge and skills started in EYFS within 'Understanding of the World' through school. In KS1, pupils are introduced to learning about changes in living memory, and beyond living memory. As they go through Key Stage 2, children further develop their knowledge of British History, which is taught in chronological order. They also start to develop Historical knowledge within the wider world.
- children are encouraged to research using and discussing a variety of sources, this also supports the development of the children's historical vocabulary.
- we develop the use of historical vocabulary and encourage the correct use within historical discussions.
- where possible, classroom learning will be inspired or further developed with the power of educational visits, visitors and real/replica artefacts.
- the History units frequently form links within other areas of the curriculum, this supports children's richer and deeper understanding of each particular period in time.
- we include mathematical concepts in relation to history, including: Roman Numerals, timelines and dates
- in History and English there are many opportunities in school to read and discuss books/poems set in different historical periods.
- History is taught as half-termly or termly topic, focusing on knowledge and skills stated in the National Curriculum.

Impact:

As the children progress through school they will:

- have secure understanding of key historical concepts such as enquiry and significance
- have a good understanding of the chronology of historical event
- ask questions showing curiosity of historical events and develop discussions
- become problem solvers using technical historical vocabulary in their discussions
- be inspired through the wide range of teaching and learning and develop curiosity about history.

SUBJECT CONTENT

Foundation Stage

History in the Foundation Stage is taught under the umbrella of 'Knowledge and Understanding of the World' from the EYFS framework. The children are supported in developing the knowledge, skills and understanding that helps them to make sense of the world. The pupils are encouraged to talk about their families and past and present events in their lives.

They are beginning to gain knowledge and understanding of the world through:

- photographs
- listening to stories and memories of older people
- role-play activities
- discussing events in the past and their own personal lives
- sequencing events to gain a sense of time.

Key stage 1

Pupils will develop an awareness of the past, using common words and phrases relating to the passing of time. They will know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods, including inequality. They will use a wide vocabulary of everyday historical terms. They will ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They will understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils will be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [Charles Darwin and David Attenborough]
- significant historical events, people and places in their own locality [Houghton Tower, Brinscall Village].

Key stage 2

Pupils will continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods that they study. They will note connections, contrasts and trends over time and develop the appropriate use of historical terms. They will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They will construct informed responses that involve thoughtful selection and

organisation of relevant historical information. They will understand how our knowledge of the past is constructed from a range of sources.

In Key Stage 2, Pupils will be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of the Ancient Egyptians
- Ancient Greece - a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history, - Mayan civilization c. AD 900.

Procedures

Curriculum Planning

Our history plans are unique to us. They have been planned taking into account our locality and the needs of our pupils. Each question is planned around a 'Big Question'. These 'Big Question' ideas are also incorporated into EYFS. These 'Big Questions' can be seen in the History Long-Term plan. The medium-term planning sheets identify each objective set for each unit. These are then used to create short term planning and this is the responsibility of the individual class teachers.

Short term planning should be used to:

- set clear objectives
- identify key questions that need to be asked
- ensure work is matched to pupil's abilities and interests
- ensure progression, continuity and subject coverage throughout the school.

The history leader in collaboration with Class Teachers will review and support in the planning, delivery and assessment cycles to ensure consistency and progression. The teaching of history is reviewed when there are changes to statutory documentation or when the Subject Lead identifies need within school, this will be prioritised within school improvement/development plans as required. This was carried out across the academic year 2023-2024 with the Geography subject lead to ensure a cohesive and dynamic curriculum is delivered.

Teaching and Learning

History teaching focuses on enabling children to think as historians. We use historical artefacts (where possible), primary and secondary sources, technology, visits to sites of historical significance as well as inviting visitors into school to talk about their experiences of events in the past and occasional themed weeks to enable pupils to be inquirers. In addition, we aim to use the outdoors to enhance children's experiences wherever possible. To help children understand that historical events may be interpreted in different ways, we ask children to ask searching questions. Pupils are given every opportunity to develop their art, technology and English skills through historical themes. Links are frequently made with Geography, these links are made through the 'Big Question'.

Chronology is a key area that we focus on, where children use a physically active British Time-line to support their knowledge. This is introduced in EYFS and built on over the journey through school.

Assessment

Assessment will take place at three connected levels: short term, medium term and long term. These assessments will be used to inform teaching in a continuous cycle of planning, teaching and assessment. Online recording platforms (BLIPPIT) are now used as an assessment tool which can track progression of cohorts through their school journey and show how each academic year's learning supports and develops understanding.

Short term assessments will be an informal part of every lesson to check pupil understanding and give information, which will help teachers to adjust day to day lesson plans; both open and closed questions will be used regularly to assess pupil understanding.

Medium term assessments will take place after each unit has been completed - exit style passes support this.

Long term assessments will take place towards the end of the school year to assess and review pupil's progress and attainment against end of year expectations. These assessments will be drawn from teacher assessments and records. This will be passed on to the pupil's next teacher and the head teacher in line with the school's assessment procedures and policy.

The history subject leader analyses these judgements across the school, tracking children's progress through analysis of data, discussions with teaching staff, pupil voice, monitoring of children's work and reviewing recorded evidence.

In the foundation stage, assessment is carried out termly. At the end of the foundation stage, the children's attainment in Knowledge and Understanding the World is recorded and reported as part of the Early Years Foundation Stage Profile.

Resources

History resources linking to a particular year group's topic are kept in that classroom. We have a wide selection of books in the library and in class reading corners to support the teaching of history and access to a range of online resources. We are proactively working with the Lancashire Archive service to digitise resources and tailor our curriculum resources.

Technology

ICT will be used in various ways to support teaching and motivate pupils' learning. ICT involves, but is not limited to, the computers, iPad, audio-visual aids and digital map referencing software. Computers/iPad may be used to enhance lessons and enable children to find information from the internet and other programs to support their learning.

Health and Safety Guidelines

When planning any trips linked to history, the class teacher, following the Educational Visits Policy guidelines, will carry out the appropriate risk assessments even if it is a site they have visited previously. All teachers are required to gain permission from the head teacher before confirming a booking. When carrying out any practical or art and design activities within history the teachers will ensure safe use of any equipment, as indicated within the risk assessments for practical subjects in school. Teachers should refer to the school's Health and Safety and Educational Visits Policy, and the safety procedures recommended in the DfES 'Health & Safety of Pupils on Education Visits' guidelines.

Equal Opportunities and SEN

Activities should be carefully planned by the class teacher and be differentiated, where appropriate, for children with SEN and equally pupils identified as more able or gifted and talented. Please refer to appropriate policy for more information. At St John's we have due regard for our duties under the Equality Act 2010.

Through the delivery of the history curriculum, we will ensure that we: eliminate discrimination, advance equality of opportunity and foster good relations.

Equality

History teaching helps children to compare and contrast how equality has changed over time. It allows children to reflect on equality in their own lives and to understand how it may feel to be faced with inequality.

Role of the Subject leader

The role of the history subject leader is to:

- take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in History throughout the school
- support colleagues in this development of planning, their implementation of the scheme of work and in assessment and record keeping activities
- monitor progress in history and advise the Head teacher on action needed
- conduct work sampling regularly focussing on different aspects of teaching and learning
- take responsibility for the purchase and organisation of central resources for history
- keep up to date with developments in history education and disseminate information to colleagues, and governors, as appropriate.

Role of the Head teacher

The role of the Head teacher is to:

- lead and monitor the implementation of this policy
- monitor the teaching and learning of pupils with the history subject leader
- reflect on subject development plans and annual subject profile
- arrange to keep the governing body informed about the changes to this policy.

This policy will be reviewed bi-annually.



Brinscall St John's Long-Term Overview - HISTORY AND GEOGRAPHY 2024-2025

HISTORY				GEOGRAPHY			
	AUTUMN		SPRING		SUMMER		
Year R	Please refer to the EYFS Framework document that can be found on the Class Page of the website and is referenced in our Policy and Intent, Implementation and Impact statement.						
Year 1	Why is London an Important City?		Why do people go on journeys?		How can we travel our oceans?		
	Great Fire of London	The UK and our capital city of London	Darwin and Attenborough	Continents and Oceans	First Flights (Wright Brothers and Amelia Earhart/Amy Johnson/Bessie Coleman)	Migration Routes	
Year 2	Has where we lived changed?		How do we view our wonderful world?		How do we promote peace and prosperity?		
	Local History - <u>Hoghton</u> Tower (James I)	Our school and where we live	Armstrong and Peake	Brazil/Rainforest (non-EU comparable)	Mary Seacole and Edith Cavell	The Commonwealth (hot and cold places)	
Year 3	How is the United Kingdom organised?		What have the Romans done for us?		How do rural and urban areas differ?		
	Stone Age to Iron Age	Mapping UK Regions	Look at regional links to Romans - Manchester, Chester, Ribchester	Roman's and their influence on our locale	Using and Making Maps	Lancashire Cotton Industry	
Year 4	How have place names changed?		Why are rivers important?		How have European countries evolved?		
	Anglo-Saxons/Vikings	Mountains and Rivers - Norway	Ancient Egypt	The Water Cycle	Ancient Greece	Europe (Greece)	
Year 5	How do we get our produce?		How do climates impact a countries way of life?		Why are energy sources important?		
	Transatlantic slave (Black History Month)	Trade links and economic activity	Farming and agriculture - local history study	Climate zones and biomes (global to regional)	Victorians and industrialisation	Sustainable living	
Year 6	How has conflict affected the way we live now?		How do <u>humans</u> impact on world change?		How has Mexico changed and how has the past influenced its present		
	Battle of Britain	Post War Boundaries	The changing role of Women	Climate Change and Global Impact	Mayan Civilisation	North America - Mexico	

Brinscall St John's
Academic Year 2024-2025 - EYFS Framework - Focus on History

Learning about how the past relates to our present and indeed the lives we live today is an integral part of the EYFS framework. As outlined below, under the specific area of Understanding the World - Past and Present, the learning objectives for each term are broken down further into key skills that are embedded into pupils learning through literacy and opportunities to 'anchor' knowledge onto our own life experiences. Staff in the Early Years regularly work with colleagues throughout school to ensure these strong foundations are built upon through KS1 and KS2.

	Term 1 - Autumn 1 & 2	Term 2 - Spring 1 & 2	Term 3 - Summer 1 & 2	Early Learning Goals
Specific Area Understanding The World Past and present (History)	Skills <u>Communication</u> – talk about key events, in own lives, about family, friends, other people including significant people. <u>Observe</u> – show an interest in significant events and experiences in the lives of others, including friends and family members, and through books. <u>Describe</u> – features of objects, people, places at different times, make comparisons. Talk about what is the same and what is different. <u>Chronology</u> – order simple experiences in relation to themselves, and others including stories, events and experiences. <u>Research</u> – Find out about people, places, events, objects, ask questions, use different sources to find answers, including books. <u>Recall</u> – Talk to others about what they know about a key person, character, event from the past. <u>Vocabulary</u> – use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about in books. <u>How we will practise these skills.</u> All about Me books – To talk about family Look at baby photos and identify changes Identify ways in which I have changed and what my birthday means. Look at significant events – Bonfire night, Remembrance Day	Skills <u>Communication</u> – Talk about key roles people have in society both in the present and the past. <u>Observe</u> – show an interest in significant events and experiences in the lives of others, including friends and family members, and through books. <u>Describe</u> – features of objects, people, places at different times, make comparisons. Talk about what is the same and what is different. <u>Chronology</u> – order simple experiences in relation to themselves, and others including stories, events and experiences. <u>Research</u> – Find out about people, places, events, objects, ask questions, use different sources to find answers, including books. <u>Recall</u> – Talk to others about what they know about a key person, character, event from the past. <u>Vocabulary</u> – use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about in books. <u>How we will practise these skills.</u> Sequencing stories Practise days of the week Identify and talk about significant personal events – e.g. Christmas Find out about the jobs of people who help us Find out about Chinese New Year/Lunar New Year	Skills <u>Observe</u> – show an interest in significant events and experiences in the lives of others, including friends and family members, and through books. <u>Describe</u> – features of objects, people, places at different times, make comparisons. Talk about what is the same and what is different. <u>Chronology</u> – order simple experiences in relation to themselves, and others including stories, events and experiences. <u>Vocabulary</u> – use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about in books. <u>How we will practise these skills.</u> Observation of plants growing and how they have changed over time Recount of class trip Sequencing stories	Children at the expected level of development will: -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.