



Bispham–Endowed C of E Primary School

History Policy



Intent:

It is our intention at Bispham Endowed CE Primary School that history lessons should stimulate curiosity through study and practical exploration in order to develop an open and enquiring attitude towards learning. We intend to teach the children about the world in which they live and hope that this learning will equip them for life beyond the classroom.

Through the study of History at Bispham Endowed CE Primary, pupils will 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 past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective, judgement and a point of view through which to draw their own conclusions. 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. This enables pupils to consider how actions and events of today will become the history of tomorrow. Through History in our school we aim to:

Aims:

- To promote positive attitudes and enthusiasm for History work in school
- To fire pupils' curiosity about the past in Britain and the wider world
- To help children understand how the past influences the present and what past societies were like
- To develop a chronological framework for their knowledge of societies, events and peoples of the past
- For children to value History as a subject in its own right as well as understanding its contribution to other curriculum areas
- To foster a sense of identity and an increased understanding of pupils' own position in their community and the wider world
- Develop a range of skills and abilities - particularly those related to finding out about the past, explaining what happened and what people then and now think about what happened
- To know and understand the History of the United Kingdom as a coherent, chronological narrative from earliest times to present day

- To understand and deploy historical terms (such as empire, civilisation and parliament) and concepts (such as continuity and change, cause and consequence)

Implementation:

Bispham-Endowed C of E Primary School will ensure coverage of the Primary History National Curriculum by means of following the strands laid down in the current Programmes of Study. History will be taught as a discrete subject.

Foundation Stage

Pupils in Reception work within the Early Years Foundation Stage and follow the areas of Learning and the Early Learning Goals for Knowledge and Understanding of the World.

History makes a significant contribution to developing a child's knowledge and understanding of the world through activities such as role-play, looking at pictures, discovering the meaning of old and new in relation to their own lives as well as using stories that introduce a sense of time and people from the past.

Key stage 1

Pupils develop an awareness of the past, using common words and phrases relating to the passing of time. They 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. They use a wide vocabulary of everyday historical terms. They 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 understand some of the ways in which we find out about the past and identify different ways in which it is represent.

The pupils will investigate:

- Changes within living memory
- Significant national and global events
- The lives of significant individuals
- Significant local historical events, people and places

Key stage 2

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

The pupils will investigate:

- Changes in Britain from the Stone Age to the Iron Age

- The Roman Empire and its impact on Britain
- Britain's settlement by the Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- Local history
- Ancient Egypt
- Ancient Greece: a study of Greek life and achievements and their influence on the western world
- Mayan civilization c AD900
- World War Two including the Battle of Britain

Teaching and Learning

History is taught in line with the New National Curriculum. Knowledge, key skills and understanding are developed using historical sources and by asking open-ended questions. Lessons are planned appropriately to the individual needs of the pupil and resources; artefacts and reference books are stored within each year group. The teaching of History also includes opportunities to develop a range of skills:

- finding out information from family and friends
- discussions and debates
- individual and group investigations
- role play and drama
- visits from outside speakers with relevant experiences
- visits to historical sites and museums
- use of historical sources, evidence and artefacts
- use of ICT based sources (CD ROMS, Internet sites, digital cameras, ICT computer suites)

Role of the Teacher: Planning

The History curriculum is divided into units of work for each Year group, 1 to 6, linked to the Aims and objectives of the New National Curriculum 2014. Medium term plans should be adapted to suit the individual needs of each class and take advantage of resources around school.

All planning should contain the following:

- A learning objective that is made clear at the start of the lesson.
- Activities designed to develop knowledge and understanding and that are varied and interesting.
- A list of resources that will be required.
- Cross curricular links.
- Opportunities to develop questioning and enquiry skills.

Inclusion and Equal Opportunities:

Bispham-Endowed C of E Primary School is proud of its inclusive approach to the whole curriculum and we aim to provide for all children in order that they achieve as highly as they can according to their individual ability. We value History as a vehicle for the development of language skills, and we encourage our children to talk constructively about their historical experiences. We work to ensure that all children have the opportunity to gain historical knowledge and understanding regardless of gender, race, class, physical or intellectual ability. We will ensure that expectations do not limit pupils' achievements, supporting where there is a need and extending children who need further challenging.

Gifted and Talented

Gifted and talented children are to be extended, by setting challenges within the lesson. These children can be extended by asking questions of a more advanced level. Activities for the Gifted and talented children should be incorporated into the lesson plans.

Opportunity to Flourish

In line with our school ethos, children will be given the opportunity to flourish within History. This will be evident through themed days, educational visits (Year one, visit to Bispham Village, Year two, family accounts of Blackpool history, Year three, Ancient Egyptian Day, Year four, Tudor Monarch project and display to parents, Year Five, Greek Day, Anglo-Saxon Day, Visit to Blackpool Tower. Year 6, visit from crown court judge and visit to Lancaster Prison.

Impact:

Work will be assessed in line with the current Assessment Policy. Assessment is to be used to help with future planning, to report to pupils, parents and other teachers and governors, to motivate pupils and to maintain records.

Teachers will assess history work against the learning objectives of the lesson and the planned outcomes for the unit of work. Written feedback will be given at least once for every unit taught through quality marking, in line with the marking policy.

Role of the Subject Coordinator:

- understanding the requirements of the subject order.
- preparing policy documents
- encouraging staff to provide effective learning opportunities for all pupils
- collecting and auditing resources
- ensuring common standards and formats for recording and assessment.
- liaising with teachers
- communicating all developments in the subject,
- liaising with relevant organisations regarding the subject,
- organising the inclusion of other curriculum areas
- Monitoring year group plans every half term.
- Scrutiny of pupils' work.
- Talking to children.

Review Date

The Bispham-Endowed C of E Primary School History policy is to be reviewed annually by the History team.

Next review: **September 2025**