



# *Freckleton Church of England Primary School*

## **School Mission Statement**

*We are a welcoming and caring Christian school where everyone can learn and grow as part of God's family.*

## **Our School Vision**

*We want our children to be happy, independent confident learners who reach their full potential. They will have respect for others and become valued members of the community.*

## **Policy References**

*This policy is written with reference to the following Freckleton CE Primary School policies, most of which are available on the school website. In addition, copies of all of the following policies are available, on request, from the school office.*

*Care and Control of Pupils  
Curriculum Policy  
Learning and Teaching Policy  
Marking Policy  
PSHE Policy  
SCMC (Spiritual, Moral, Social and Cultural) Policy  
Freckleton Child Protection Policy  
Freckleton eSafety Policy  
Freckleton Health and Safety Policy  
SEN Policy  
Able Gifted and Talented Policy  
Assessment Policy  
Single Equalities Policy  
Sex Education Policy*

# **History Policy**

## **The Importance of History**

History fires pupils' curiosity about the past in Britain and the wider world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, pupils develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience and understand more about themselves as individuals and members of society. What they can learn can influence their decisions about personal choices, attitudes and values.

In history, pupils find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue for their point of view- skills that are prized in adult life.

## **Key Aim of History**

### **Freckleton Church of England Primary School aims:**

- 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 timescales

## **Historical Objectives**

- Pupils will study everyday life and the culture of people in the past and make comparisons with their own lives and experiences
- Pupils will compare a range of historical events to gain knowledge of change and the evolution of life styles
- Pupils will be given an understanding of chronology
- Pupils will recognise that some things change and others remain the same
- Pupils will be made aware that historical events often have more than one cause and consequence.

## **Learning Across the National Curriculum**

The National Curriculum can promote learning across the curriculum in a number of areas such as spiritual, moral, social and cultural development, key skills and thinking skills. The teaching of history can contribute

effectively to these areas of learning and links to these areas of learning area identified in the medium term planning sheets.

## **Delivering the History Curriculum**

### **Foundation Stage**

History is delivered to EYFS pupils in within 'Understanding the World,' area of learning through a cross curricular topic based approach at various points throughout the academic year.

### **Key Stages One and Two**

History is taught as part of our topic based curriculum. The objectives and themes within the National Curriculum are all covered within the different themes covered in each class.

The subject may be taught in block units throughout the year rather than following a weekly lesson format.

### **Teaching Approaches**

A variety of teaching approaches are presented to children throughout their history lessons. These include:

- Teacher guided sessions, where information is provided.
- Mixed ability group work where the children discuss problems in small groups.
- Class discussion lessons where members are encouraged to join in with their personal opinions.
- The use of differentiated tasks allowing children of different ability levels to work at their appropriate pace.
- The use of role-play in studying contentious issues.
- The use of audio visual aids in presenting material to the children.
- The use of museums and workshops where possible in order to support and enhance children's learning in an active and engaging way.
- The integrated use of ICT within history lessons.
- The use of outside speakers with relevant experience.

### **Classroom Organisation**

The organisation of the classroom will vary according to the activity being carried out. The formal classroom layout will alter when mixed ability activities are taking place. The use of audio visual aids may require the movement of chairs nearer to the viewing screen.

Role play scenarios will require a reordering of the room to provide wider areas nearer to the front of the class.

Wherever possible, mixed ability groups will be used to encourage lower ability children to gain confidence through sitting near or next to peers with a deeper understanding of the subject.

### **Support Staff**

TA's and SA's within the class play a vital role in helping to deliver the subject. They are not involved directly in the preparation of lessons but are able to look at plans so as to be aware of the lesson content and their role within it. (REMOVE OR KEEP?)

### **List of Resources**

Current resources are stored in a cupboard in the hall, the Junior stockroom and some topic boxes are located in some classrooms.

### **Assessment, Recording and Reporting**

At Freckleton Church of England Primary School assessment is used to:

- inform future planning
- plan future teaching and learning
- ensure a broad and balanced curriculum is provided

Work is marked in accordance with the school's marking policy.

Pupil's progress/ attainments are reported to parents in accordance with the statutory requirements and our own school reporting arrangements. Level descriptors will be used as a basis to describe pupils' progress. Reporting of History at the EYFS appears within 'Understanding the World, people and Communities'.

### **Inclusion and the History Curriculum**

In order to provide work that is appropriate to the learning experiences of the individual children it is necessary for the teacher to be aware of the statements/individual educational programmes that apply to children in the class that he/she is teaching.

Teachers take account of the three principles of inclusion that are set out in the National Curriculum. These principles are related to how teachers plan and teach the curriculum through:

- setting suitable learning challenges.
- responding to the diverse learning needs of pupils.
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

These principles are considered when selecting units to be taught throughout the Foundation Curriculum and Key Stages 1 and 2 and in developing the chosen units for use in the classroom (short term planning).

### **Staff Development**

Staff development in this area of the curriculum is available through the county course programme. Teachers who have attended history courses report back to colleagues at a staff meeting. The subject leader will keep up to date with any current changes and cascade this information to staff.

### **Outside Visits**

Trips to museums or local areas of historical interest are part of the history curriculum. Where possible, children are provided with opportunities to study topics within the locality. Planning for educational visits follows the current guidelines produced for schools by Lancashire County Council.

### **Equal Opportunities**

Children irrespective of ability, race or gender are given full access to the history schemes of work. The use of differentiation by outcome allows children to respond to the work presented to them at the appropriate level.

### **Evaluation-Review-Modification**

This policy document will be regularly reviewed (every 3 years) to assess its value as a working document.

**Updated policy written by S Jenkins 2016**

**Ratified by Governors**

**Policy Review date**