

Lytham C of E Primary School



History Policy

To inspire everyone in our school family to be the best they can be within our caring Christian community.

Our strap line is, 'Together We Grow With God'.

Our bespoke history curriculum has been designed to ensure the children progress their learning through planned, systematic encounters with substantive and disciplinary concepts.

Purpose of studying History

A 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 past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. 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.

Aims:

Our history teaching aims to ensure that all pupils:

- know and understand the history of the British Isles as a coherent, chronological narrative, from the earliest times to the present day
- know and understand significant aspects of the history of the wider world including the nature of ancient civilisations
- gain and use a wide range of historical terms and vocabulary
- make connections and describe contrasts between people, historical changes, interpretations and actions
- understand disciplinary historical concepts such as:

- continuity and change,
 - historical evidence,
 - historical interpretations,
 - sources and evidence,
 - cause and consequence,
 - similarity, difference and significance.
- understand substantive historical concepts such as:
 - leadership
 - migration/invasion
 - childhood
 - civilisations
 - justice and equality
- use them to make connections, draw contrasts, analyse trends and ask historically valid questions and create their own structured accounts, including written narratives
 - understand the methods of historical enquiry, including how evidence is used to make historical claims
 - gain historical perspective by making connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Subject content and Curriculum Overview

EYFS

Understanding the World:

- Talk about the lives of 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.

People, Culture and Communities:

- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –when appropriate - maps.

Natural World:

- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Key stage 1

- Pupils should develop an awareness of the past, using common words and phrases, relating to the passing of time.

- They should 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 should use a wide vocabulary of everyday historical terms.
- They should 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 should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils should be taught about:

- changes within living memory – where appropriate, these should be used to reveal aspects of change in national life e.g., Remembrance Day
- 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 . E.g: Mary Seacole, Florence Nightingale and Neil Armstrong
- significant historical events, people and places in their own locality. E.g. Learie Constantine, Lytham Hall and the Clifton Family.

Key stage 2

Pupils should 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 should:

- note connections, contrasts and trends over time and develop the appropriate use of historical terms;
- regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance;
- construct informed responses that involve thoughtful selection and organisation of relevant historical information;
- understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:	What is taught at Lytham?
1 Changes in Britain from the Stone Age to the Iron Age	Year 3 Key question-How did children's lives change from the Stone Age to the Bronze and Iron Age?
2 The Roman Empire and its impact on Britain	Year 3 Key question-What were the consequences of Boudica's resistance of the Roman invasion?
3 Britain's settlement by Anglo-Saxons and Scots	Year 4

	Key question-What can we learn about the Anglo Saxons from the evidence left behind at Sutton Hoo?
4 The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Year 4 Key question-Is it fair to describe all Vikings as brutal invaders?
5 A local history study	Year 3 Key question- How significant are the Clifton family to the history of Lytham? Year 4 Key question-What role did children have in the Lancashire cotton industry? Year 6 Key question-Why were children evacuated during World War 2?
6 A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Year 5 Key question-How have punishments for crime changed in Lancashire over time?
7 A study of the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China	Year 6 Key Question-What were the greatest achievements of the Ancient Egyptians?
8 Ancient Greece – a study of Greek life and achievements and their influence on the western world.	Key question-What can we learn about different forms of leadership in ancient Athens and Sparta?
9 A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Maya civilisation c. AD 900; Benin (West Africa) c. AD 900-1300.	Year 5 Key question-How did drought affect the life of the Ancient Mayans?

The planning of History at Lytham Church of England Primary School

EYFS will plan using the curriculum overview for history. Continuous Provision planning will include links to the ELGS related to historical knowledge and the framework document to support curriculum planning in EYFS will be referred to for resources.

KS1 and KS2 will use the Medium-Term Planning document shared by the history subject leader to plan a concise, concept driven sequence of learning. Teachers can use the Lancashire Planning and the Historical Association to plan units and the Lancashire Black History Scheme units of work.

Each class teacher will refer closely to the knowledge progression for each unit when planning their history teaching and this will be monitored by the history subject leader.

Inclusion and the History Curriculum

Our children with SEND are given access to the same curriculum coverage, knowledge, resources and vocabulary. Children can access extra support from adults in class, key vocabulary banks, regular recap of key knowledge and concepts. Our working walls are interactive and full of key vocabulary and learning journeys, displaying relevant texts and images where relevant. Each teacher will be aware of the needs or statements/individual education journals of the children in the class that they are teaching.

Assessment, Recording and Reporting.

The subject approach to assessment, recording and reporting follows the whole school policy guidelines. All pupil's work is given verbal or written feedback and discussions between the teacher and the child are used to progress vocabulary, ideas and knowledge. At the end of each term, the class teacher will use the key learning in history statements detailed in the progression document and also the key knowledge to assess whether children are working above, at or below the expected standard in history.

Signed: Miss Hannah Davies

Date: September 2024

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