



WITHNELL FOLD HISTORY POLICY

May 2025 - 2027

The Teaching of History at Withnell Fold

Our curriculum uses a sequential approach in which concepts are explored throughout our rolling program. We have carefully selected concepts to focus upon instead of trying to cover historical time periods in their entirety. Research and feedback has supported this approach to mirror the teaching delivered within KS3 & KS4 as well as provide children with deeper knowledge and development of skills, which can be transferable within their long-term futures. Pupils revisit the concepts of **Civilisations, Invasions, Locality, Trade & Industry, Leadership**. This approach narrows the key knowledge learned by pupils and provides them with opportunities to consider deeper learning around the concept as well as link learning to other time periods within History. (See Key learning & Knowledge document for more details.)

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 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."

Our aims for History

- to foster in children an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer;
- to enable children to know about significant events in British history and to appreciate how things have changed over time;
- to develop a sense of chronology;
- to understand how Britain is part of a wider European culture and to study some aspects of European history;
- to have some knowledge and understanding of historical development in the wider world;
- to help children understand society and the local area, and their place within it, so that they develop a sense of their cultural heritage;
- to develop in children the skills of enquiry, investigation, analysis, evaluation and presentation

Objectives of Curriculum

Children will be taught a range of knowledge of skills in both Key stage 1 and Key stage 2.

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
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality

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. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should 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 outlined below, 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:

- 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

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- a study of an aspect or theme in British history that extends pupil 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 one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China
- 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 – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

Cross- curricular aspects of History

History provides numerous opportunities for learning across the curriculum. It is our policy to promote:

- Spiritual, moral, social and cultural development,
- Citizenship,
- Key skills of communication, number; ICT, co-operation, target setting and problem solving,
- Thinking skills, financial awareness and education for sustainable development.
- The use of historical texts as part of our literacy teaching.

Planning

Detailed planning is carried out every half-term or term by the class teacher and monitored. At Withnell Fold we use the Lancashire plans as a basis to personalise our own curriculum ensuring all aspects of the national curriculum are covered. We have developed a rolling program of topics for each half term. History is often taught as part of a themed / topic approach. It is important to note that the planning is informed by the teacher's assessment.

The Role of Educational Visits

We believe that the best way of learning is through first-hand experience.

Because of this, we try to ensure that many visits have a historical emphasis.

Teaching

In order to achieve the objectives of the History Curriculum, the subject is taught either as an isolated topic or is integrated with other subjects through a half termly or termly topic theme and other subjects are linked in with it.

Key Stages One and Two

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

Foundation Stage

We teach history as an integral part of the topic work covered during the year. We relate the history side of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. History makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through activities such as dressing up in historical costumes, looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

Assessment

We assess children's work in history by making informal judgements as we observe them during each history lesson. On completion of a piece of work, the teacher marks the work and comments as necessary. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil if they have yet to obtain, met or exceeded the 'Age Related Expectation' for the unit and related objective. We use this as a basis for assessing the progress of the child at the end of the year.

Teaching methods

Our approach to the teaching of History is through a variety of methods:

- Presentations by the teacher
- Individual and group investigations
- Class lessons including question and answer sessions. discussion and debate
- A variety of Literacy texts
- The use of ICT
- The use of TV, radio, video and film
- The use of museum loans
- Role play and drama
- Storytelling
- Field work which will include visits to museums and historical sites

Reviewed – May 2025

Next review date – May 2027