**Lidget Green Primary School**

**History Policy**

**Intent**

The aim of history teaching at Lidget Green Primary School is to stimulate the children’s interest and understanding of the life of people who lived in the past. We teach children to understand how events in the past have influenced our lives today. We also teach them to investigate these past events and, by so doing, develop the skills of enquiry, analysis, interpretation and problem-solving.

Cross-curricular outcomes in History are specifically planned for, with strong links between the history curriculum and English and Guided Reading; enabling further contextual learning. The local area is fully utilised with extensive opportunities for learning outside the classroom embedded in practice. Local links are specifically planned for across the history curriculum as well as during our whole school topic ‘Proud to be from Bradford’. We aim to teach the children about the rich heritage of Bradford and make them proud of the city it is. This is important in helping children develop a sense of pride and to understand how their local heritage relates to the history and identity of our country.

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| **Implementation**  History is taught in blocks throughout the year, so that children achieve depth in their learning. We do not follow a prescribed scheme of work at LGPS, choosing to instead design a curriculum that is localised and personal to our children and families. We focus on helping children understand that historical events can be interpreted in different ways, and that they should always ask searching questions about the information that they are given, such as ‘how do we know?’. Each unit of History taught centers around an enquiry question which leads the learning throughout the unit of work. Children also have the opportunity to respond to the enquiry question at the end of each unit through a verbal or written piece in their History books.  Where possible, we have artefacts that children can handle, explore and discuss. Visits are regularly planned to enhance children’s learning, providing first-hand experiences. We aim to invite people with an interest, or expertise, in a particular topic or area of history into school to work with the children. All teachers plan for at least one ‘Proud to be From Bradford’ visit, which is planned and risk assessed on the school’s system ‘Evolve’.  ‘Proud to be from Bradford’ is our annual whole school topic, which takes a cross-curricular look at the City of Bradford. In some year groups, history themes are specifically planned for and in other year groups where Geography/ Art is a focus, teachers plan cross-curricular links and contextual learning.  **Planning**  **Inclusion**  Consideration is given to how all learners will be supported in line with the school’s commitment to inclusion. To make history lessons inclusive, teachers aim to anticipate what barriers to taking part and learning particular activities, lessons or a series of lessons may pose for pupils with particular SEN and/or disabilities. Consideration is given to minimising or reducing those barriers so that all pupils can fully take part and learn. In some activities, pupils with SEN and/or disabilities are able to take part in the same way as their peers. In others, some modifications or adjustments are made to include everyone. Where possible, teachers aim to give SEND children the opportunity to explore artefacts in great detail, participate in role-play activities, tell and retell stories as well as recording work by drawing, mind mapping and taking photographs.  **EYFS**  To support children in meeting the Early Learning Goal (ELG) ‘Past and Present’ we use Development Matters (non-statutory curriculum guidance for EYFS, DfE,2020). To help children achieve this goal, they are presented with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. They are shown images of familiar situations in the past, such as homes, schools, and transport. They are given opportunities to begin to order events using basic chronology, recognising that things happened before they were born.  **KS1 and KS2**  In KS1 and KS2 planning is informed by and aligned with the National Curriculum. In addition, planning is informed by national agencies, including the Historical Association which the school is a member of.  By the end of Year 6:   * Children will have a chronological understanding of history from the Stone Age up to 1066 - plus additional topics we teach for a post-1066 unit and a local study * Children are able to draw comparisons and make connections between different time periods and their own lives. British history is Interlinked with world history.   **Monitoring**  The History Co-ordinator is responsible for the monitoring of the teaching and learning of History throughout the school. The subject leader will:   * Provide support to colleagues with the planning and delivery of engaging history lessons * Renew, update and complement resources needed to deliver the curriculum * Keep informed about developments in history education and media usage * Monitor the outcomes of work to ensure that they reflect a sound understanding of the key identified knowledge   **Assessment**  Teachers record children's progress in history on the school tracking system, Target Tracker, at each data point. Parents are made aware of their child’s progress through parent consultations and annual written reports. |

**Impact**

All children:

* Are connected to significant and historical places in Bradford and beyond.
* Are inquisitive about the past and make thoughtful use of a variety of sources to answer their questions
* Communicate their ideas in a variety of ways and with clarity and independence
* Make links to their previous historical learning
* Develop knowledge of key vocabulary as they progress through school
* Develop a sense of chronology, recognising how time is measured and that some things change and some things stay the same
* Investigate how and why events happen and how they may be linked
* Consider what it was like to live in different periods and what motivated the people who lived then – and that we cannot think in the way they thought
* Recognise that there are some things we can never know about the past and that history has to be constructed from the bits of the past that have survived
* Understand that people interpret the past differently and use different ways to present their ideas

Approved by SLT

Date:      18tht October 2022

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