

Greenlands Community Primary School History Policy.



Here to learn happily!

History Intent:

We would like all children to gain a love of learning about the past. We want them to develop a sense of chronology, place and how societies have developed and shaped our lives. To learn about the History of our local area and how this has changed over time and made Preston the place it is today. To enquire, question and research in addition to gaining knowledge about the periods of History studied. To compare and contrast different periods of time confidently using a time line. To enable our children to have a curiosity to find out more about the past and represent their work in a range of ways.

Aims.

- To foster in children a curiosity and understanding of events, places and people in a variety of times and environments;
- To develop an interest in the past and an appreciation of human achievements and aspirations.
- To learn about the major issues and events in the history of our own country and of the world and how these events may have influenced one another.
- To develop a sense of chronology within which the children can organise their understanding of the past.
- To understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours.

- To understand the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials.
- To distinguish between historical facts and the interpretation of those facts.
- To help children understand society and their place within it, so that they develop a sense of their cultural heritage and how Preston has developed and changed over time.

Implementation.

- The school's History progression map, which is in line with the requirements of the National Curriculum, shows progression across all year groups and key stages.
- Each year group has key questions to answer about particular areas of History.
- Children use chronology and learning from the previous years to begin their new learning with a timeline to develop that sense of chronology.
- The curriculum is well resourced and outdoor visits/visitors to school are encouraged to enhance learning.
- Children are developing sticky knowledge in remembering significant people, times, dates and events.
- Whole school events celebrate moments in History from the past and the present including Black History month, Jubilee celebrations, Kings and Queens and Remembrance day events.
- History lessons are taught so that all children are included and supported.
- The children use a range of resources to develop their knowledge and understanding that is integral to their learning and working historically.
- Cross- curricular links are made whenever possible.

- Summative assessments are made three times a year, which are recorded on the Lancashire Tracker.
- Teacher knowledge and understanding of history teaching is improved and developed through training as required.

Impact.

- By the end of the cohort year that a high % of children will have achieved ARE in History.
- Children will have developed a sense of chronology and be aware of how periods of History are shaped. They will have a sense of being a Historian.
- Key dates, events, people and places will impact their future learning.
- Children can reason and offer opinions and communicate these in a range of different ways.
- The key skills of chronology, interpretation, enquiry and communication are developed and fostered.
- The children will have a curiosity and fascination about History and particular periods in time that will remain with them for the rest of their lives.
- Through workshops, trips and engagement with the local area the children make connections between the past and the present.
- Children will understand how Preston has developed and how periods of History have shaped its future.
- The children will have acquired the school values of respect, compassion, trust, perseverance, resilience and ambition.
- All children, irrespective of ability or gender, develop a love of History.
- There is a love of History throughout school.
- The curriculum leader has a comprehensive overview of the quality of teaching and learning in History, achieved through the monitoring schedule during the year

