



Love, Care, Share...

Love learning as friends; Care for our community as neighbours; Share our faith in Jesus as disciples.

How does History support our vision, mission, values and aims?	Our History curriculum stimulates a love of learning and develops our children's understanding about the lives of people in the past. Through their work in History, we hope that our children develop a sense of identity and a cultural understanding based on their historical heritage. Thus, they learn to value their own and other people's cultures in modern multi-cultural Britain; by considering how people lived in the past, they are better able to make their own life choices today. Pupils are taught to understand how events in the past have influenced our lives in the modern world, as they investigate the past, using their skills of enquiry, analysis, interpretation and problem-solving.
What are the National Curriculum requirements for History?	The National Curriculum for History aims to ensure that all pupils: • 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.
How is History taught?	History skills are taught through whole class and group activities, as well as through independent enquiry-based research activities. We encourage children to ask as well as answer historical questions. We offer them the opportunity to use a variety of data, such as primary and secondary artefacts, timelines, maps, statistics (including census data), graphs, pictures and photographs, and we enable them to use ICT in history lessons where this serves to enhance their learning. Children take part in role-play and discussions, and they present reports to the rest of the class. They engage in a wide variety of problem-solving



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	activities. The key skills taught are: Historical enquiry and interpretation; knowledge and understanding of events, people and changes in the past; organisation and communication and chronological understanding. The school uses the <i>Connected History</i> scheme, which is generally enquiry-based. This is supplemented by activities from <i>Twinkl</i>, which provides a more knowledge-based approach. Remote Learning: In the event of a school closure, remote learning will be provided via the Seesaw platform. Wherever possible, remote education will align as closely as possible with our in-school provision, providing breadth, balance and progression. In History, the following resources will be used to deliver the curriculum: • Connected History • Oak Academy • Twinkl The following approaches may be utilised: • Pre-recorded teaching input videos • Written tasks, including Power Points; written explanations • Zoom calls for live discussion / input • Practical / creative activities The school recognises that some adaptations may have to be made to address the additional challenges of children having to work at home. In History, units and resources will be tailored to meet the needs of learners. (See also Remote Learning Policy)
How is SMSC developed through ...?	<u>Spiritual</u> – Promotes discussion and debate about the historical significance of events, people and changes. <u>Moral</u> – Make links and comparison between past and present situations. <u>Social</u> – Promote collaborative learning and celebrate children's achievements through the display of history work. <u>Cultural</u> – Explore history of different cultures, including that of Great Britain, to stimulate discussion.



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How is History assessed?	We assess the children's work in History through observations and written work. Teachers record the attainment of pupils against the relevant National Curriculum objectives set out on the School History Assessment Framework. Assessment outcomes are recorded each term – children are judged to be either working towards, achieving expected standard or at greater depth.
How is History monitored?	History is monitored at least once per term. This may take the form of discussions with pupils, scrutiny of work, gathering assessment data and evidence and observations as part of learning walks.
Cross – Curricular Links Extra Curricular Visits and Visitors	Topic links are made where appropriate. Key skills are taught to develop a good level of understanding and are then applied through class topics. Meaningful links have previously been made with History, Geography, Computing, Maths and English. The following examples of visits and visitors enrich the History curriculum: * Bolton Museum * Skipton Castle - WWII Workshop * Tatton Park * Local area eg, Deane Church * Fire & Police service * Liverpool Museum * Smithills Hall
Report to Governors:	Termly through Head teacher's written report. Presenting to Governors: Spring 2028 Policy Review – September 2027