



Lowerhouse Junior School, Burnley

HISTORY POLICY	
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Date	September 2025
Date of Review	September 2027

Inspiring a lifelong love for learning

Aspiration

Integrity

Respect

Resilience

Aspiration Integrity Respect Resilience

Overview

Intent

At Lowerhouse Junior school we want all of our pupils to have an **understanding of the past and how History has and will continue to shape their future**. We want to develop children's awareness of the past and allow them to begin to appreciate History in a **chronological context**. They will work on securing an understanding of **British, local and world History**. Children will look at connections and patterns over time and develop a good use of historical terms. There will also be a focus on different sources and how our knowledge of the past is shaped from them. Through high-quality History lessons we aim to encourage critical thinking, as well as helping the children to gain a sense of their own identity within a social, political, cultural and economic background. History at Lowerhouse engages children, sparks curiosity and helps to foster creativity through hands on activities, exploration, collaboration and discussion. **Throughout school we aim to ensure that children secure a coherent knowledge and understanding of Britain's past and that of the wider world.**

The purpose of studying History at Lowerhouse Junior School:

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
- 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 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.
- The over-arching concept/thread running through the curriculum will be impact, with the children investigating "What is the impact of this on my life today?"

Implementation

Teaching and learning style

We recognise that in all classes there will be a wide range of abilities and we aim to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- Setting activities which are open-ended and can have a variety of responses.
- Setting challenging tasks and extension activities for the more able children.

- Setting different tasks and activities for each ability group.
- Providing learning resources appropriate to the ability of the child.
- Using classroom assistants to support children individually or in groups.

History Curriculum Planning

History is a foundation subject in the National Curriculum. We use the National Curriculum (2014) Programme of Study as the basis for our curriculum planning. We ensure that there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each topic. We plan for progression in skills, so that the children are increasingly challenged as they move through the school.

We teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding programme of study for KS2. We carry out curriculum planning in History in three phases (long-term, medium-term and short-term). The long-term plan (curriculum overview) maps the History topics studied in each term (Terms 1-6) during each key stage. In order to address the National Curriculum 2014, the subject leader has also produced a more detailed curriculum overview for each class with topics, key learning objectives and skills to be covered.

We aim to be cross-curricular and creative in our approach to teaching History, incorporating in particular, aspects of literacy, numeracy, art and Computing into our planning.

The class teacher writes the plans for each History lesson (short-term weekly plans). These plans detail the specific learning intentions and expected outcomes for each lesson. The class teacher keeps these individual plans for their own records, although the History Leader will monitor them on a regular basis.

Key stage 2 History Curriculum

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:	In which year at our school and when
1 Changes in Britain from the Stone Age to the Iron Age	Year 3 – Autumn 2
2 The Roman Empire and its impact on Britain	Year 3 – Summer 2
3 Britain’s settlement by Anglo-Saxons and Scots	Year 5 – Autumn 2
4 The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Year 5 – Spring 2
5 A local History study	Year 3 – Summer 2 Year 4 – Autumn 2 Year 6 – Summer 2
6 A study of an aspect or theme in British History that extends pupils’ chronological knowledge beyond 1066	Year 4 (The Great Plague)- Summer 2 Year 6 (World War 2)- Summer 2

7 A study of the achievements of the earliest civilizations – <u>an overview</u> of where and when the first civilizations appeared <u>and a depth study</u> of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.	Year 4 – Spring 1 (Ancient Egypt)
8 Ancient Greece – a study of Greek life and achievements and their influence on the western world.	Year 3 – Spring 2
9 A non-European society that provides contrasts with British History – <u>one study chosen from:</u> 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 – Summer 2

The contribution of History to teaching in other curriculum areas

English

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use during literacy sessions are historical in nature, such as a Stone Age non-fiction topic in year 3 in which historical non-fiction texts are studied. Children develop oracy skills through, for example, discussing historical questions and themes, drama, role play and presenting their findings to the rest of the class. They develop their writing ability by using and practising different writing forms such as reports, recounts, diary entries, autobiographies.

Mathematics

The teaching of History contributes to children's mathematical understanding in a variety of ways. Children learn to use numbers when developing a sense of chronology through activities such as creating time lines and through sequencing events in their own or others lives. Children also learn to interpret information presented in pictorial, graphical or diagrammatic form.

Personal, social, health and citizenship education (PSHCE)

History contributes significantly to the teaching of personal, social and health and citizenship education. Children develop self-confidence by having opportunities to explain their views on a number of social questions, such as how society should respond to poverty and homelessness. They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognise and challenge stereotypes, and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures, which helps them to develop tolerance and respect for others.

Spiritual, moral, social and cultural development

In our teaching of History, we contribute, where possible, to the children's spiritual development. Studies aim to ensure that children learn to be aware of and comfortable with qualities such as respect, responsibility and reverence for others. We aim to deliver a History curriculum in which children at Lowerhouse Junior School see themselves (ie local History studies, etc) but also gain a view and knowledge of the wider world in a historical context (ie Early Islamic Civilisation Study).

We also provide children with the opportunity to discuss moral questions or what is right and wrong, when studying topics such as the study of The Great Plague in Year 4. Children learn about the role of religion throughout History (Romans, Y3, Ancient Greeks, etc) and they find out how British society has changed over time. The History programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

History and other subjects

Links are made, whenever possible with History and other areas of the curriculum. For example, History and geography are closely linked within the Y3 Local History Study unit (looking at historical maps of the local area, etc) and the Y6 British History Beyond 1066.

Links can be found between History and other subjects – examples of which are given below:

- Y3 Stone Age to Iron Age – children take their learning outdoors and a variety of activities, such as shelter building and hunting/gathering are conducted.
- Y4 The Great Plague – links to poetry and the Pied Piper of Hamelin as well as links to geography through the Ancient Egypt study and the River Nile.

- Y3 Ancient Greeks – links to Fundamental British Values (democracy) and PSHE
- There are now units of learning included, which are pertinent to current affairs and important to and for our children at Lowerhouse Junior School (Y5 – Slavery, Y6 – Immigration)

Assessment for learning

Children demonstrate their ability in History in a variety of different ways. Lower Key Stage 2 children might (but not exclusively), for example, role play a famous historical event or write an account whilst older pupils may produce a presentation or piece of written work based on their particular investigation, for example, Leisure and Entertainment. Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning. Written and verbal feedback is given to the child to help guide his or her progress. Older children are encouraged to make judgements about how they can improve their own work through self-assessment.

At the end of each History topic, the teacher makes a summary judgement about the work of each pupil in relation to national expectations. At the end of the academic year, children are assessed as either 'emerging, expected or exceeding' in History. We use this information as a basis for assessing the progress of the child, and it is passed on to the next teacher at the end of the year.

The History Leader keeps samples of children's work in a portfolio. These demonstrate what the expected level of attainment is in History for each age group in the school.

Retrieval is a large focus and retrieval activities are planned at the beginning of every session to recap the last session and what the children have learnt and remember.

Resources

- Historical texts, both fiction and non-fiction
- Online resources, such as video clips, online reading
- Curriculum museum loan boxes
- Lancashire Half-termly topic guidance booklets
- The Learning Challenge Curriculum resources

To evaluate our effectiveness:

- The subject leader will monitor the outcomes from each assessed unit of work in order to feed into, and improve, subsequent units of work.
- The subject leader will monitor planning of key units of work on a termly basis and feed outcomes back to individual members of staff and the SLT.
- The subject leader will conduct a scrutiny of pupil's work on a termly basis and feed outcomes back to individual members of staff and the SLT.
- The subject leader will produce and implement an annual action plan to improve standards in History. This will be evaluated on a termly basis.
- The subject leader will produce an annual report on standards across the school and key issues for development. The report will go to Governors and feed into the School Development & Impact Plan.

This policy is monitored by the governing board and will be reviewed every other academic year or before if necessary