



***By the time the children transfer to their next stage of education, we intend to develop well-rounded, knowledgeable and confident individuals who have fulfilled their potential and can make a positive contribution to their local and global community.***

## History at Lindow Community Primary School

### Intent

At Lindow Community Primary School, we recognise the importance in helping all children, including the most disadvantaged and those with (SEND) or high needs children gain a coherent knowledge and understanding of Britain's past and that of the wider world. We strive to inspire children's curiosity to know more about the past.

History teaching equips children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps our children 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.

We aim for our children to:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day.
- Know how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Know and understand a local perspective to the history of Britain.
- Know and understand significant aspects of the history of the wider world.
- Understand key historical concepts.
- Develop 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.

The History curriculum will be linked with the following Lindow Life Skills:

- *Be articulate*
- *Be co-operative and participate*
- *Be empathetic*
- *Have a sense of community*
- *Have ownership of learning*
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### Design and implementation

To ensure children have 'mastered' the knowledge of the Programme of Study for history in a progressive, sequential way, the subject is taught in unit blocks across the school year. At

Lindow Community Primary School, we use history to promote learning across many areas of the National Curriculum, including:

- The application of all basic skills (including reading, writing and mathematics) within the history curriculum
- The use of computing both to find and present historical data
- PSHE (Lindow Life Skills), through moral, social and cultural development
- Developing language skills, through both reading and writing a variety of texts
- Application of number, through historical research and enquiry
- Developing geographical knowledge when learning about past events in other places
- Looking at art, music and technology from the past as a source of evidence

All classes from Reception to Y6 use the Lindow History progression document, which ensures that children can develop a chronologically secure understanding of world history whereby teachers know and can draw upon what prior learning has taken place. All topics are informed by the National Curriculum and celebrated within the context of the rich history within the local area of the school. The design of the curriculum supports progressive and sequential knowledge, skills, and vocabulary for each year group, which will be built upon year on year. Where this is not practical – for example, for some learners with high levels of SEND – an adapted curriculum will be designed to be ambitious yet accessible and inclusive for all learners.

The Early Years Foundation Stage curriculum is planned using Development Matters 2021. The Year 1-6 history curriculum meets the statutory requirements set out in the 2013 Primary National Curriculum.

Where appropriate, work in history is recorded in children's history exercise book. In Early Years, children's work is recorded in their floor book.

There will be a mixture of collaborative and independent work throughout each unit of work, as appropriate.

In addition, whole school themed days/weeks throughout the year raise the profile of History and give children the opportunities to apply their knowledge and skills e.g. Black History Month, 100 years of Remembrance for World War I, Women's History Month. These change year-on-year dependent on current affairs or identified gaps in children's knowledge and very often link to PSHE/Lindow Life Skills.

### Impact

Monitoring of History will involve learning walks, pupil voice and scrutiny of work across the units of work and within each year group. In order to check the children remember new and prior knowledge, children will be expected to know and understand the key knowledge and skills of their unit content as evidenced in their books. Via monitoring, the subject leader will use assessment information to check pupils' knowledge, skills and understanding is in their long-term memory. Any gaps in learning or children who aren't meeting age related expectations can be identified and supported appropriately.