



History Policy

The aim of history teaching at Lyncrest Primary School is to stimulate the children's interest, understanding and knowledge of Britain's past and that of the wider world. 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, to develop the skills of enquiry, analysis, interpretation and problem-solving. Historical enquiry is concerned with the development of creative and critical thought to enable children to see the differences between fact and fiction, the connections between cause and effect and how history has been shaped. To do this they need to be able to find and weigh evidence, sift arguments, reach their own conclusions and to research and put their own point of view with confidence as well as develop perspective and judgment. Through the teaching and learning of History, we seek to develop these key characteristics of Historians:

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

Teaching and Learning for History

Classes undertake a sequence History lessons every half term. Teachers follow the teaching and learning policy when delivering History lessons. The principal aim is to develop children's knowledge, skills and understanding in the subject so that this knowledge and understanding can be applied and progressed upon as they move through year groups. During History lessons, there is a mixture of whole-class teaching and individual or group activities. Within lessons, children are given the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect.

History Curriculum Planning

The National Curriculum is used as the basis of curriculum planning, with specific guidance provided by Chris Quigley Essentials to plan History lessons that work towards threshold concepts and their relative milestones. These concepts and milestones form the intention for the children's learning and planning is based around meeting these intentions.

These intentions are:

- To investigate and interpret the past (using evidence and sources).
- To build an overview of world history.
- To understand chronology.
- To communicate historically (using historical vocabulary and techniques to convey information about the past).

History across the school builds upon prior learning and as such intentions are repeated across year groups; however, a progression is found within the milestones we wish for the children to achieve across each year group. This progression can be found in the long term History plan within the Chris Quigley Essentials scheme.

History in EYFS

Teaching and learning within History for pupils in the EYFS is delivered and monitored via the 'Understanding the World' strand of the curriculum. This is delivered through a range of topics that let them explore their immediate environment and the wider world. The focus for History within this strand is concentrated in the Early Learning Goal of 'People and communities' in which, children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Assessment Practice for History

We use general assessment practices in this subject as outlined at the start of Teaching and Learning Policy under the heading 'Meeting children's learning needs through assessment practice'. Children's progress is recorded in their individual Learning Logs.