

# **Crawshawbooth Primary School**

## History Policy

February 2026

Mrs A Hartland

## **School Mission Statement**

Crawshawbooth School seeks to provide a happy and secure learning environment where a child's natural curiosity is stimulated with challenges, experiences and opportunities that will enable them to grow into caring, confident and informed citizens of the future.

## **Inclusion**

In Crawshawbooth, all curricular subjects are taught inclusively to all children to consider their special needs, race, religion, culture, gender, sexual orientation and their family circumstances.

## **Rationale**

We believe that History is a tool for learning and communication. History is essentially about people and their development over the period of time. It is essential to our understanding of the development of the modern world. Skills developed through the study of History are applicable to everyday life.

## **In History we aim to:**

- Help pupils to develop historical knowledge and understanding.
- Introduce pupils to historical enquiry through studying historical evidence asking questions and problem solving.
- Help pupils develop a sense of chronology.
- Help pupils interpret History using a variety of sources.
- Give an understanding that society in which pupils live has been shaped by past developments.
- Develop an appreciation of the need for both continuity and change,
- Develop the ability to communicate historical knowledge in oral, written and visual forms using appropriate vocabulary and techniques.

## **Organisation of History at Crawshawbooth School**

History is taught in FS through Knowledge and Understanding of the World through activities based on children's everyday past experiences. For example, looking at photographs of when a child was a baby or at nursery and how they have changed.

In Key Stage 1 History is taught through our unique Crawshawbooth Curriculum and is about the lives of familiar people in the recent past and about famous people and events in a more distant past, including those from British History. There is an emphasis on significant individuals and significant local history.

In Key Stage 2 History is taught through our unique Crawshawbooth Curriculum and is about people and important events and developments from recent and more distant times.

In History at Crawshawbooth, each topic has an **enquiry question** and **substantive** and **disciplinary** knowledge that the children will learn.

**Substantive knowledge** sets out the subject-specific content of the National Curriculum. This can be divided into Declarative knowledge ('know what') and Procedural knowledge ('know how').

**Disciplinary knowledge** considers how substantive knowledge originates, is debated and is revised. It is through disciplinary knowledge that pupils learn the practices of historians. It gives an insight into the ways that historians think - how they question, collect, analyse, interpret, evaluate, communicate and debate, and in doing so, how the facts of history are established and revised.

The above information will be clearly indicated on the Working Wall and referred to throughout the unit.

The amount of time allocated to history depends upon the theme chosen and the suitability of history to that theme. Where appropriate there should be one lesson of history taught each week, however, the 'theme' lessons may encompass close links to other curricular areas, depending on the unit of work being studied. If history is taught over a block, it is important to include skills from whichever subject is not being covered. Throughout the year, chronology skills will be implemented.

### **Teaching and Learning Styles**

A variety of approaches to teaching ranges from the whole class, to group and individual teaching. These may include:

- Story
- Role Play/Drama
- Discussion
- Questions
- Quizzes
- Debates
- Investigations and research
- Fieldwork, first hand experiences, visits, artefacts
- Published materials and teacher produced materials
- Information technology including Interactive Whiteboards
- Visitors to the school
- Television and Videos/DVDs

- Activities involving research from maps and non-fiction books
- Assemblies and themed learning weeks.
- Use of our school's outdoor facilities

Children may be grouped in different ways: - whole class, ability groups, mixed ability groups, individual or friendship groups. We aim to encourage all pupils to reach their full potential through the provision of varied opportunities. We recognise that our curriculum planning must allow pupils to gain a progressively deeper understanding and competency as they move through our school.

### **E.A.L**

Children with English as a second language will have full access to humanities with support from the EAL team if needed.

### **S.E.N**

Children with an identified special educational need have IEPs detailing targets to work towards. Support assistants are deployed to help when necessary.

### **G.T**

Any identified children are provided with further challenge of a cross curricular nature. This challenge can be identified on plans and in books.

### **Assessment**

Pupils to answer the enquiry question, using the **specific** knowledge they have learnt over the unit. This should be a written outcome, which clearly demonstrates their understanding of the enquiry question. This allows children to develop their reasoning and critical thinking skills. For example, a balanced argument, recount from a given perspective, letter, podcast, persuasive writing, drama script, green screen documentary etc.

### **Resources**

- Resources are stored in specified areas at each Key Stage, currently organised into different study units. The subject leader is responsible for the management and organisation of the resources.
- Atlases for FS/KS1/LKS2 are available and kept in the cupboards in the Lower Junior corridor. Atlases for upper Key Stage 2 are kept in the upper Key Stage 2 Resource Area. Globes are kept in each department.
- Working Walls should be clearly displayed inside each classroom and be consistent throughout school in terms of layout and headings. They should include: the enquiry question, the substantive and disciplinary concepts, vocabulary, sticky knowledge, period in history and links to prior knowledge.
- Working Walls should seek to become a working document; recording children's questions, discoveries and current learning.
- Planning should take into account the key skills required.
- Some resources can be found on the internet, such as up to date maps including new country boundaries.

- The Historical Association is used to provide staff with quality articles and information regarding their topic. These may be used for personal subject knowledge or incorporated into lessons as resources.
- Lancashire Museum service is also used to supply artefacts for History units.

### **Links between History and other subjects**

History contributes towards many subjects within the primary curriculum and opportunities will be sought to draw experience out of a wide range of activities, including fieldwork. This will allow children to understand History in real contexts.

### **Links between History and the locality/wider world**

History is a diverse, wide-ranging subjects and has the potential to stretch beyond any current theme being taught in lessons. Therefore, children should have opportunity to talk and discuss current events (e.g. a historical date) happening within their locality, across the United Kingdom or the wider world. Discussions, held informally at the discretion of the class teacher, should seek to prompt children's natural interest and own enquiry. Opportunities to showcase pupil knowledge of key facts should be provided within departments and across the whole school – for example a termly quiz to promote children's history skills.

### **English**

History contributes to the teaching of English in our school by placing emphasis on presentation, debating, speaking and listening skills. History provides an opportunity for children to implement the skills learnt throughout literacy lessons e.g. writing in a particular style or for a particular purpose.

### **Spiritual, moral and cultural development**

The humanities offer to support the social development of children by offering different situations for learning, both in and out of the classroom. Children can discuss ideas in pairs, small groups or classes. They gain a respect and understanding of the abilities of other children when they work in mixed ability groups, allowing them to work co-operatively across a range of activities. Children can also learn about cultures and people that are different from themselves and as such gain a greater understanding and appreciation of the diversity in the world. With the implementation of the New Curriculum children will be able to gain a greater understanding of the British identity in the past and present.

### **Role of the subject leader**

The subject leader will ensure staff feel confident structuring their planning sequence and feel equipped to deliver high quality teaching, which will excite and engage learners. They will monitor various aspects of History and supports its teaching in liaison with the Senior Leadership Team.

Monitoring will be carried out continuously throughout the term, in line with the monitoring policy and the subject leader's own timetable. This could take the form of pupil interviews, book scrutinies, informal lesson observations, walkthroughs and coaching. Any evidence collected will be evaluated and acted upon in the most appropriate way, in discussion with the Senior Leadership Team.

### **Links to other Policies**

Assessment

Teaching and Learning

Health and Safety

Equalities

Educational Visits Policy

Monitoring and Evaluation

### **Review**

This policy will be updated and reviewed as necessary

This policy was drawn up in September 2022

The governors approved it in October 2022

This policy was reviewed in October 2023

This policy was reviewed in November 2024

This policy was reviewed in February 2026