



# History

## How is the History curriculum adapted for Lammack children?

The county of Lancashire has a rich historical heritage which is used in many areas of the History curriculum. We study the plight of the Lancashire witches and the cotton trade in the local area. We believe that a broad range of ways of learning should be involved in understanding historical knowledge, skills and concepts. Wherever and whenever possible the children should be given experience of historical heritage in the local and more distant environment.

## How this subject is taught

At Lammack Primary School, the aim of History teaching is to stimulate the children's interest and to develop their understanding about the past, both in Britain and the wider world. Pupils consider how the past influences the present, what past societies were like and how beliefs and cultures influenced people's actions. These studies help the children to understand more about themselves as individuals and members of society. As a school, we plan a variety of creative and whole school activities.

## EYFS

In the Foundation Stage, History is taught through the Understanding the Wider world and the children's personal history. Much of the work is practical, for example children bring in pictures of their own family and create a simple Family Tree. Examining pictures and artefacts to compare the past and the present and see the similarities and differences. When appropriate, outside agencies come in to talk to the children about their line of work. This gives the children an opportunity to develop their language by asking questions.

## Key Stage One

History is taught as a rolling programme to cover all aspects of Key Stage 1 curriculum in the mixed age class.

During Key Stage One, pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from beyond living memory, including those from both Britain and the wider world. Listen and respond to stories from different periods and cultures and use these sources of information to help them ask and answer questions. They learn how the past is different from the present.

## Key Stage Two

In lower Key Stage 2 History is taught as a rolling programme.

During Key Stage Two, pupils learn about people, events and places from both recent and the more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways. Children use resources such as maps, atlases, aerial photographs and ICT.



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## Children shall:

- Learn about change and continuity in their own area, in Britain and in other parts of the world;
- Look at history in a variety of ways e.g. from political, economic, technological, scientific, social, religious, cultural or aesthetic perspectives;
- Use different sources of information to help them investigate the past, using dates and historical vocabulary to describe events, people and developments;
- Learn that the past can be represented and interpreted in different ways.

## How this subject is assessed

Teachers continually assess children's needs and developments and alter their planning and teaching accordingly. Teachers engage children in assessing their own work through the use of success criteria so children know what their next steps in learning are.

Children are assessed formally at the end of each year. An end of year judgement using the best-fit level descriptor is made on pupils' attainment. The results of both of these assessment procedures are used to inform teachers planning and track the progress of pupils. Progress is reported to parents at parents' evenings, in the end of year report and also through ongoing dialogue between home and school.