



# **Burscough Bridge Methodist Primary School**

## **History Policy**

## **Mission Statement**

'Let Your Light shine to all'

(John Wesley)

Through exciting opportunities in lessons and the wider curriculum our children become well rounded, caring changemakers in our world. Each child is at the heart of all we do to ensure they become the best they can be and are meant to be.

## **Vision**

As a truly distinctive Methodist school, our vision is to be a Welcoming, Worshipping and Witnessing presence in the village and community. At Burscough Bridge children thrive emotionally, spiritually and academically to be the person God intended them to be; a school that the local community and church can take great pride through.

## **Intent**

At Burscough Bridge Methodist Primary School we are committed to providing all children with learning opportunities to engage in history.

History is about real people who lived, and real events which happened in the past. History is concerned with sequence, time and chronology and is the study of evidence about the past; it gives us a sense of identity, set within our social, political, cultural and economic relationships. History fires the children's curiosity about the past in Britain and the wider world and plays an essential part in preparing us for living and working in the contemporary world. Pupils consider how the past influences the present, what past societies were like, how these societies organise their politics, and what beliefs and cultures influenced people's actions. As they do this, children develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values. In history, children find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, look at the evidence and argue for their point of view – skills that are prized in adult life.

## **Aims**

- To foster an interest in the past and to develop an understanding that enable them to enjoy all that history has to offer.
- To enable children to know about significant events in British history, to appreciate how things have changed over time and understand how Britain has influence the wider world.
- To develop a sense of chronology and understand how they fit into the framework of the past, present and future.
- To know and understand how the British system of democratic government has developed and, in doing so, to contribute to a child's citizenship education.
- To understand how Britain is part of a wider European culture and to study some aspects of European history.
- To have some knowledge and understanding of historical development in the wider world, including ancient civilisations, empires and past non-European societies.
- To help children understand society and their place within it, so that they develop a sense of their cultural heritage.
- To develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.
- To ask historical questions and create their own structured accounts, including narratives and analysis.
- To gain and use historical vocabulary.
- To gain historical perspective by placing their growing knowledge into different contexts.
- To understand historical concepts such as continuity and change, cause and consequences and use them to make connections.

## **Implementation**

Children are given opportunities to learn about the past from a range of historical sources, reference books, and materials that are accessible through the use of technology. Class teachers identify the key knowledge and skills of each theme and lessons are planned using the National Curriculum programmes of study and the progression of knowledge and skills documents. Planned opportunities are given to each year group to convey what they know already and what they would like to investigate and find out. This ensures that lessons are relevant and consider children's different starting points.

## **Teaching and Learning**

At Burscough Bridge Methodist School we use a variety of teaching and learning styles in history lessons. Our principle aim is to develop the children's knowledge, skills and understanding and we combine whole-class teaching methods with enquiry-based research activities. We believe children learn best when:

- They go on visits to museums and places of interest.
- They have access to secondary resources such as books and photographs.
- Visitors talk about personal experiences of the past.
- They listen to and interact with stories from the past.
- They use drama and dance to act out historical events.
- They are shown, or use independently, resources from the internet and videos.
- They use non-fiction books for research.
- They are provided with opportunities to work independently or collaboratively, to ask as well as answer historical questions.

## **Curriculum**

The children undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through history, the children learn a range of skills, concepts, attitudes and methods of working.

## **Early Years**

History is taught in Reception as an integral part of the topic work through child-initiated and adult-led activities. The children are given the opportunity to find out about past and present events in their own lives, and those of their families and other people they know. In the Foundation stage history makes a significant contribution to developing a child's understanding of the world through activities such as looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

## **Key Stage 1**

During Key Stage 1, pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past in Britain and the wider world. They listen and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different than the present.

## **Key Stage 2**

During Key Stage 2 pupils learn about significant people, events and places from both recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past using dates and historical vocabulary to describe events, people and developments. They also learn the past can be represented and interpreted in different ways.

## **History Curriculum Planning**

At Burscough Bridge Methodist School we use the National Curriculum as a basis for our curriculum planning. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build in planned progression so that the children are increasingly challenged as they move up through the school. Due to mixed aged classes, we plan our curriculum in both Key Stage 1 and Key Stage 2 over a two-year cycle. The long-term rolling programme promotes progression and continuity of activities throughout the school. The teachers plan with an awareness of skills, concepts and attitudes as well as knowledge to ensure a good understanding of the subject at an appropriate level.

## **The Contribution of History to Teaching in Other areas of the Curriculum**

Our curriculum enables us to teach in a cross-curricular manner where appropriate. Throughout school, History is taught both discretely and in a cross-curricular way. The curriculum can promote learning across a number of areas such as spiritual, moral, social and cultural development, key skills and thinking skills.

## **English**

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports, letters, diaries and through using writing frames.

## **Mathematics**

History contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through doing activities such as timelines. Children learn to interpret information presented in a graphical or diagrammatic form.

## **Computing**

We use ICT in history teaching where appropriate and we meet the statutory requirement for children to use ICT as part of their work in history at Key Stage 2. Children use ICT to enhance their skills in data handling and in presenting written work and they research information using the internet.

## **Personal, Social and Health Education**

History contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views. 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 stereotypes and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and develop tolerance and respect for others.

## **Spiritual, Moral, Social and Cultural Development**

When teaching history, we contribute to the children's spiritual development where possible. Children learn about the church and its impact through history and they find out how British society has changed over time. The children learn that Britain's rich cultural heritage can be enriched by the multi-cultural British society of today.

## **Inclusion and the History Curriculum**

At Burscough Bridge Methodist School we teach History to all children whatever their ability. History forms part of the school curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities that match the needs of the individual.

Teachers take account of the three principles of inclusion that are set out in the National Curriculum:

- Setting suitable learning challenges.
- Responding to the diverse learning needs of pupils.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils in order to narrow the gap.

## **Equal Opportunities**

It is the responsibility of all teachers at Burscough Bridge Methodist School to ensure that all children are given full access to the History curriculum and make the greatest possible progress, irrespective of ability, race, gender, age, faith, sexual orientation and disability.

## **Assessment**

At Burscough Bridge Methodist Primary School, assessment is an integral part of the teaching process. Assessment is used to inform planning and facilitate differentiation. The assessment of children's work is on-going to ensure that understanding has been achieved, including regular 'remember, remember' activities and quizzes. Feedback is given to the children and marking will be guided by the school's marking policy.

## **Impact**

Outcomes in children's books evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge. Through teaching, we ensure children gain a coherent knowledge and understanding of Britain's past and that of the wider world and encourage pupils to be curious to know more about the past. We want our children to be ready for the curriculum at Key stage 3 and for life as an adult in the world, having thoroughly enjoyed learning about history at our school.

## **Review**

This policy will be reviewed to ensure conformance with current guidelines and in consultation with key stakeholders.

Policy reviewed: January 2026 (Mrs E Wall)

Review due: January 2029