



## HISTORY

### 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. Such studies should 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. The introduction of the new Cornerstones curriculum has allowed the planning of history to run smoothly through the school. The lessons are incorporated within a topic which allows the children to see the various links between history and other subjects.

We feel that it is important to plan Educational Visits for the children that are linked with our topics. Examples of our school trips linked with History include; the Foundation Stage children going on a journey on a steam train and visiting a transport museum, Year 2 children visiting Blackburn Cathedral and Year 5 children going to the Science and Industry museum to learn about the Industrial Revolution. We have also visited Clitheroe Castle and plan to do so in the future.

### Foundation Stage

In the Foundation Stage we learn about History through 'Understanding the World.' A popular activity is to ask children to bring in photographs of themselves as babies and to discuss how they have changed over time. The children draw pictures of themselves and their family to make a family tree. They also have a lot of outside agencies that 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

During key stage 1 pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from the more distant past, including those from both 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 from the present.

Children should learn to:

- Learn about people's lives and lifestyles by finding out about significant people and events from the past.

- Learn how the past is different from the present.
- Listen and respond to stories from different periods and cultures. The stories include:
  1. Stories about historical events.
  2. Eye witness accounts of historical events.
  3. Fictional stories set in the past.

This will enable the children to ask and answer questions.

### **Key Stage Two**

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 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.

Children should learn to:

- 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**

Children are continually assessed during class activities to allow the teacher to match the tasks set to the abilities and needs of the pupils as they progress.

### **Priorities for Future Development-**

- To continue going on educational visits in regards to history so learning can take place 'outside the classroom'.
- To reinforce the use of history related vocabulary in children's work.
- To maintain the level of cross curricular writing in History, developing the language used.