



Ryelands Primary and Nursery School

History Policy

This policy was developed as part of a consultation process involving pupils, staff, parents and Governors of the school, based on best practice advice (where available) from Lancashire County Council.

The implementation of this policy will be monitored by the Senior Leadership Team and Governing Body.

This policy should be read in conjunction with the following documents:

- Teaching and Learning Policy
- Curriculum Policy
- EYFS Policy
- E-Safety Policy
- Child Protection Policy
- Health and Safety Policy

Policy Created:	September 2018	
First Presented to Governors for approval:	September 2018	
Proposed Review Cycle/Next Date:	3 Year	September 2021
Approved by (Headteacher)	Approved by (Governor)	
Date:		Date:
Policy Review History		
Date:	February 2021	Date:
Key Changes:	Key Changes:	Key Changes:
<ul style="list-style-type: none"> • Removal of whole school local study • Overview of programmes of study • Assessment to include the use of History Learning Mats 		
Presented to Governors:	Presented to Governors:	Presented to Governors:
Curriculum Committee, Wednesday 3 rd February 2021		

1. Ryelands School – Mission Statement

Imagine believe achieve

In our school community every individual is respected valued and nurtured; we share a belief about every child's ability to exceed their dreams.

We teach children to love life themselves and the world around them. Through learning we foster curiosity perseverance and resilience.

We believe that our attributes are not fixed; that our abilities and intelligence can grow through engagement effort and by embracing challenge.

1. Aims

History is a foundation subject within the National Curriculum. The aims of History in this school are:

- To provide children with a valid and stimulating experience of History.
- To encourage a lively and questioning approach which enables the children to enjoy learning about the past.
- Through the accumulation of historical knowledge and understanding, achieve the highest level of achievement possible for the children, taking into consideration maturity and ability.
- Introduce children to which **skills are** involved in understanding and learning about the past.

2. Subject Statement

Past and present are part of a continuous process. If children are to understand the world in which they live, they need to explore the past and become aware of how the past has influenced the present. History means exploring children's own past and through that, their families' past. It involves investigating the immediate physical environment. It involves the social environment, looking at games, customs, traditions and rituals. History is concerned with change and people. It provides a process of enquiry, a way of looking at the past, evaluating evidence (which may be incomplete and/or conflicting) and drawing conclusions. History should be an activity-based subject, involving enquiry and investigation.

History teaching at Ryelands Primary School offers opportunities to:

- Develop children's sense of identity through learning about the development of the **near locality** Britain, Europe and the world:
- Introduce children to what is involved in understanding and interpreting the past.

3. Teaching and Learning including Planning and Organisation

Within classes pupils are taught individually, in groups or as a class when appropriate. It is recognised that through group work co-operation, effective learning and understanding are promoted, but to ensure differentiation and assessment children may work individually or as a class.

The National Curriculum for History has been spread over the different key stages to allow for progression and coverage. Individual teachers plan half termly (dependent on History being covered that half term) in accordance with the main overview and skills based progression document adapting and changing their plans if needed as the topic is taught to meet the individual needs of the children.

4. Curriculum Overview and Progression including visitors, trips and extra-curricular provision

The following is a plan for the curriculum overview for the school (National Curriculum requirements in brackets):

Year	Term 1	Term 2	Term 3
1	Lost in the Toy Museum (changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life)		At the end of the pier (Aspects of change in national life including the contribution made by)
2	The Great fire of London (events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries])	World Wide Wanderers/Explorers (the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell])	Beatrix Potter (significant historical events, people and places in their own locality).
3	What did the Romans do for us? (Local history study/ Roman Empire and its impact on Britain)		Stone Age to Iron Age (Changes in Britain from the Stone age to the Iron age)
4	Anglo Saxons & Scots Settlement (Britain's settlement by the Anglo Saxons and Scots)		Anglo Saxon and Viking Struggle (Viking and Anglo Saxon struggle for the kingdom of England to the time of Edward the Confessor)
5	Egyptians (the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China)		Crime and Punishment/Castles (a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 –local study linked to Lancaster Castle)
6	Ancient Greeks (Ancient Greece – a study of Greek life and achievements and their influence on the western world)		The Mayans (a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

At Ryelands Primary School, we follow a skills based approach and there is a progression of skills mat related to each year group which is used to inform planning and assessment to ensure progression.

The children are also given the opportunity to go on class trips to museums and areas of interest, take part in history days or enjoy a visit from a specialist into class.

5. Assessment, Recording and Reporting

Teachers assess children's work in history by making assessments as they observe them working during lessons. They record the progress that children make by assessing the children's work against the learning targets from the national curriculum and the History Learning Mats, developed within Ryelands to show the progression of skills through the Year groups. This allows the teacher to make termly assessments of attainment and progress for each child.

Assessment techniques include:

- Teacher's observation of pupils.
- Teacher – pupil discussion and teacher questioning.
- Work scrutiny
- Half termly assessment - informal

Parents receive a yearly School Report which includes a History comment.

Parents are welcome to contact the class teacher at other times to arrange mutually convenient times to discuss any matters arising; in addition to the above.

6. Inclusion including meeting the needs of SEN pupils and children entitled to PPG funding

History provides effective learning opportunities for all pupils. We recognise the fact that there are children of different abilities and we provide suitable learning opportunities for all children by:

- Setting tasks of varying difficulty, enabling all children to work to their full potential.
- Setting common tasks which are open-ended and can have a variety of responses.
- Providing a range of challenges using different resources.
- Responding to pupils diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils
- All pupils will have access to a broad, balanced curriculum, which includes History.
(see special needs policy)

It is the responsibility of all teachers to ensure that all pupils, irrespective of gender, ability, including gifted pupils, ethnicity and social circumstance, have access to the curriculum and make the greatest progress possible.

7. Resources

There are sufficient resources for all history teaching units in the school. There is a good supply of topic books and we use a range of websites to support children's learning. A wide range of class trips are organised to support the history curriculum. There are topic boxes located in the resource room. The children are also given the opportunity to go on class trips to museums and areas of interest, take part in history days or enjoy a visit from a specialist into class.

8. Professional development and training

The subject leader attends local conferences and subject update courses when available and then reports back to school in staff training. The teachers are able to attend courses to update their subject knowledge and learn new and exciting ways to teach the topics.

9. Health and Safety

If a class attends a trip out of school, a risk assessment is completed and pre visits are made wherever possible.

10. Roles and Responsibilities

The Subject leader's role is:

- Review and contribute to teacher planning
- Prepare policy and develop policy
- Provide consultancy, advice and skills.
- Co-ordinate the child-led subject- leaders meetings: reporting findings to the Curriculum Lead.
- Be aware of, and make staff aware of, relevant educational opportunities within their topics.
- Specifying and ordering resources in consultation with staff
- Monitoring teaching and learning in History

The teacher's role is:

- Plan for and teach exciting and stimulating history lessons.
- Use the progression of skills document to ensure progression in the subject.
- Use assessment to influence future planning.
- Plan extended writing tasks within the subject.

11. Monitoring and Evaluation

The Subject lead, Curriculum lead and Assessment lead will monitor planning, teaching and learning, assessment and coverage of all topics for History.

This policy for History will be reviewed. Evaluation will take into account:

- External inspection/advice
- Staff development
- Coverage of programmes of study