



## 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

<b>Policy Created:</b>		September 2018	
<b>First Presented to Governors for approval:</b>		September 2018	
<b>Proposed Review Cycle/Next Date:</b>		3 Year	September 2021
<b>Approved by (Headteacher)</b>		<b>Approved by (Governor)</b>	
<b>Date:</b>		<b>Date:</b>	
<b>Policy Review History</b>			
<b>Date:</b>	September 2018	<b>Date:</b>	May 2021
<b>Key Changes:</b>	Key Changes:	Key Changes:	
<ul style="list-style-type: none"> <li>• Ethos statement updated in line with new school mission statement.</li> <li>• Assessment procedures</li> <li>• Inclusion</li> <li>• Roles and Responsibilities</li> </ul>			
<b>Presented to Governors:</b>	Presented to Governors:	Presented to Governors:	
Curriculum Committee 26/09/2018			

## 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 what is 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 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. There is also two occasions in the year that the whole school will be studying various history topics at the same time- one of which is a local history study.

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:

Year	Term 1	Term 2	Term 3
1	<b>Toys/clothes/food/Tv for me and for a baby</b> (Changes in living memory) <b>Toys/clothes/food/TV for granny</b> (Changes in ways of life in own locality)	<b>The Great fire of London or Florence Nightingale</b> (Significant historical events/ Events beyond living memory (different to Y2)).	<b>Holidays then and now/the seaside</b> (Aspects of change in national life)
2	<b>Pioneers-Neil Armstrong/ Christopher Columbus – Dora theme.</b> (Significant historical events beyond living memory/ Changes beyond living memory and significant people) <i>or</i> <b>Mary Anning- dinosaur theme</b> (Changes beyond living memory and significant people)	<b>The Great fire of London or Florence Nightingale</b> (Significant historical events/ Events beyond living memory (different to Y1)).	<b>Local famous people</b> e.g. Eric Morecambe, Beatrix Potter and Stan Laurel (A local history study/ significant people)
3	<b>Roman Empire</b> (Local history study/ Roman Empire and its impact on Britain)	<b>Egyptians</b> (Achievements of the early civilisations e.g. china/Egypt)	<b>Romans</b> (A local history study)
4	<b>Anglo Saxons &amp; Scots Settlement</b> (Britain’s settlement by the Anglo Saxons and Scots)	<b>Anglo Saxon and Viking Struggle</b> (Viking and Anglo Saxon struggle for the kingdom of England to the time of Edward the Confessor)	<b>World War II</b> (Local history study/A study of an aspect or theme in British History that extends chronological knowledge beyond 1066).
5	<b>The Victorians</b> (A study of an aspect or theme in British History that extends chronological knowledge beyond 1066)	<b>Iron Age/Stone Age</b> (Changes in Britain from the Stone age to the Iron age)	<b>Castles</b> (Local history study)
6	<b>Ancient Greeks</b> (Ancient Greece)	<b>Islam-Baghdad</b> (A non- European society- early Islamic civilisation c.AD900)	<b>John Lennon</b> (The life of a famous dead person/local history study)

At Ryelands Primary School, we follow a skills based approach and there is a progression of skills 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 adopted Key Learning Documents. 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, 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