



# Ryelands Primary 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

|   |               |                               |
|---|---------------|-------------------------------|
| <b>Policy Created:</b>                            | February 2024 |                               |
| <b>First Presented to Governors for approval:</b> | February 2024 |                               |
| <b>Proposed Review Cycle/Next Date:</b>           | 3 Year        | February 2027                 |
| <b>Approved by (Headteacher)</b>                  |               | <b>Approved by (Governor)</b> |

| <b>Policy Review History</b>  |               |   |           |                         |  |
|---|---------------|---|-----------|-------------------------|--|
| <b>Date:</b>  | February 2024 | <b>Date:</b>  | June 2025 | <b>Date:</b>            |  |
| <b>Key Changes:</b> <ul style="list-style-type: none"> <li>• Addition of Black History Units</li> <li>• Overview of programmes of study</li> <li>• Planning and Assessment from new (2023) progression documents</li> </ul> |               | <b>Key Changes:</b> <ul style="list-style-type: none"> <li>• Curriculum overview</li> <li>• History Progression Document</li> <li>• Assessment</li> <li>• Monitoring</li> </ul> |           | <b>Key Changes:</b>     |  |
| <b>Presented to Governors:</b>  |               | Presented to Governors:   |           | Presented to Governors: |  |

## 1. Ryelands School – Mission Statement

### **RYELANDS PRIMARY AND NURSERY SCHOOL MISSION STATEMENT**

Ryelands is a welcoming community school where care and nurture, alongside high expectations and challenge, enable the pupils to progress and achieve academically, and empower the wider school community to develop and thrive.

We work with many partners to provide a well-resourced, stable and supportive hub extending into the community, creating positive relationships based on inclusivity, trust and mutual respect, as well as growth.

Ryelands offers an engaging and aspirational curriculum, based on the Primary National Curriculum and the Early Years Statutory Framework. Our curriculum is adapted to the unique place where we live and the skills and values we promote. Our curriculum, alongside exceptional teaching, inspires a love of school and learning.

At Ryelands, pupils are encouraged and challenged by staff to **imagine, believe, achieve.**

## 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 as 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 assigned to each year group to ensure coverage and progression. In KS1 and KS2, each year group has two designated half terms where History is the topic focus. In some year groups there is a third History unit. Teachers plan half termly, in accordance with the main overview and progression document. Teachers can adapt and change their plans if required as the topic is taught to meet the individual needs of the children, or in response to the enquiry question, whilst maintaining sequencing and progression.

EYFS follow the educational programme for Understanding of the World (page 11 of the statutory guidance). This has been developed by staff into a bespoke curriculum for covering Understanding of the World from birth- end of reception in developmental stages

To enhance learning, the children are given the opportunity to go on class trips to museums and areas of interest or enjoy a visit from a specialist into class.

The History Curriculum Overview is appended to this policy.

The detailed progression of knowledge and skills is mapped out fully in the school's History Progression Document. This document is used to inform planning, assessment as well as to ensure sequencing and progression throughout all year groups including Nursery.

A full version of the National Curriculum Programme of Study for History can be viewed at: <https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study>

The Early Years Foundation Stage (EYFS) Statutory Framework (November 2024) can be viewed at: [EYFS statutory framework for group and school-based providers](https://www.gov.uk/government/publications/early-years-foundation-stage-statutory-framework-for-group-and-school-based-providers)

## **4. Assessment, Recording and Reporting**

Teachers assess children's work in history by making assessments throughout the units of work. Following the completion of a unit, teachers record progress and attainment by assessing the children's work against the National Curriculum and, more specifically, the History Progression Documents. These assessments are recorded by teachers onto the Non-Core Assessment Grid. Assessments are monitored by the History Subject Leader and half termly by Team Leaders and SLT.

Assessment techniques include:

- Teacher's observation of pupils.
- Teacher – pupil discussion, teacher questioning.
- Work scrutiny
- Summative assessment, tests and quizzes

Parents receive a yearly School Report which includes a History comment and summative attainment. 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.

## **5. 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)
- Black History Topics are taught in Y2, Y4 and Y5 (see Equalities 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.

## **6. 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 to support the units which include artefacts, posters and books. The children are also given the opportunity to go on class trips to museums and areas of interest or enjoy a visit from a specialist into class.

## **7. 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.

## **8. Health and Safety**

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

## **9. 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.
- Speak with children about their learning in History; co-ordinate any child-led subject- leaders meetings.
- Be aware of, and make staff aware of, relevant educational opportunities within their topics.
- Specify and order resources in consultation with staff.
- Monitor teaching and learning in History, reporting to SLT and Governors.

The teacher's role is:

- Plan for and teach stimulating history lessons.
- Use the progression document to ensure sequencing and progression in the subject.
- Assess pupils.

## **10. Monitoring and Evaluation**

The Subject Lead monitors planning, teaching and learning, assessment and coverage of all topics for History. The Curriculum Lead monitors planning with the History Subject Lead. The Assessment Lead and Team Leaders evaluate the assessment data on a half termly basis at scheduled SLT meetings. As required, this is followed up with further discussion, monitoring and action. Assessment data in the non-core subjects is presented to Governors on a termly basis for evaluation.

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

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

## APPENDIX 1

### Curriculum Overview and Progression

The following is a plan for the curriculum overview for the school. This includes the title of the unit, the enquiry question and the focused disciplinary concept for the unit. The National Curriculum requirements are shown in brackets. Most units include a visit or visitor.



### RYELANDS PRIMARY AND NURSERY SCHOOL

### HISTORY CURRICULUM OVERVIEW / LONG TERM PLAN

Title; Enquiry Question; Disciplinary Concept; National Curriculum requirements in brackets; Educational Visit / Visitor

| Year | Term 1   | Term 3  |
|------|--|---|
| N    | <p><b>All about me</b><br/> <b>'How have I changed since I was a baby?'</b><br/> <b>Events, people and changes</b><br/> (Remembers and talks about significant events in their own experience. Begin to make sense of their own life-story and family's history)<br/> <br/> Ed visitor: Mum and baby and baby photos sent in</p>   |   |
| R    | <p><b>Marvellous me</b><br/> <b>'What have been the important events in my life and my family's lives?'</b><br/> <b>Chronology</b><br/> (Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class)</p>  |   |
| 1    | <p><b>Lost in the Toy Museum</b><br/> <b>'Have children always played with toys?'</b><br/> <b>Chronology</b><br/> (changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life)<br/> <br/> Ed Visit: Museum of Childhood; Judge's Lodgings</p>  | <p><b>At the Seaside</b><br/> <b>'Has Morecambe always been a holiday destination?'</b><br/> <b>Communication</b><br/> (Aspects of change in national life)<br/> <br/> Ed Visit: Morecambe</p>  |
| 2    | <p><b>Significant Individuals</b><br/> 'What is an explorer?' Specific enquiry question for Richard Owen tbc<br/> <b>local significant individual: Richard Owen. Explorers including:</b> Amy Johnson; Neil Armstrong; Chris Bonington<br/> <b>Events, People and Changes</b><br/> (significant historical events, people and places in their own locality).<br/> <br/> Ed visit: Lancaster Museum</p> | <p><b>The Great fire of London</b><br/> <b>'What was it that helped to cause the Great Fire of London?'</b><br/> <b>Enquiry, Interpretation and Using Sources</b><br/> (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])<br/> <br/> Workshop: Fire of London (theatre in education)</p> |
| 3    | <p><b>Stone Age to Iron Age:</b><br/> 'How did life change throughout the Stone Age into the Iron Age?<br/> <b>Chronology</b></p>  | <p><b>Roman Britain:</b><br/> <b>'What helped the Roman Army to successfully extend the Roman Empire?'</b><br/> <b>Enquiry, Interpretation and Using Sources</b></p>  |

|   |   |   |
|---|---|---|
|   | (Changes in Britain from the Stone age to the Iron age)   | Local history study/ Roman Empire and its impact on Britain)<br>Ed visit: Lancaster, Roman Baths site and Museum  |
| 4 | <b>Britain's settlement by Anglo-Saxons and Scots</b><br><b>'Why did the Anglo-Saxons come to Britain? Chronology</b><br>(Britain's settlement by the Anglo Saxons and Scots)   | <b>The Cotton Trade:</b><br><b>'How significant was the Lancashire Cotton Industry for the people of Lancashire?'</b><br><b>Events, People and Changes</b><br>(a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066)<br>Ed visit: Helmshore Mill   |
|   | <b>Anglo Saxons and Vikings:</b><br><b>'Is it fair to describe all Vikings as brutal invaders?'</b><br><b>Communication</b><br>(Viking and Anglo Saxon struggle for the kingdom of England to the time of Edward the Confessor)<br>Ed visit: Heysham, Viking graves   |   |
| 5 | <b>Ancient Egyptians and Ancient Civilisations</b><br><b>'What can we learn about Ancient Egypt from the discoveries at Tutankhamun's tomb and how did they compare to discoveries in other tombs?'</b><br><b>Chronology</b><br>(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) | <b>Facing The Past:</b><br><b>'Has Lancaster got a trade history to be proud of?'</b><br><b>Enquiry, Interpretation and Using Sources</b><br>(a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066)<br>Ed visit: Lancaster Black History Trial   |
| 6 | <b>Ancient Greeks</b><br><b>'Why are the Ancient Greeks still remembered today?'</b><br><b>Historical significance</b><br>(Ancient Greece – a study of Greek life and achievements and their influence on the western world)<br>Ed visit: Liverpool Museum and workshop   | <b>The Mayans</b><br><b>'What made the Maya civilisation so advanced and why did it eventually decline?'</b><br><b>Causes and consequences</b><br>(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. |
|   | <b>WW2:</b><br>How did WW2 affect the lives of children in Lancaster?<br><b>Events people and changes</b><br>(a local history study)  |   |

| Disciplinary concepts:                    | Focus Year Group |   |   |   |   |   |   |   |
|---|------------------|---|---|---|---|---|---|---|
| Chronology                                |                  | R | 1 |   | 3 | 4 | 5 |   |
| Communication                             |                  |   | 1 |   |   | 4 |   |   |
| Enquiry, Interpretation and using sources |                  |   |   | 2 | 3 |   | 5 |   |
| Events, people and changes                | N                |   |   | 2 |   | 4 |   | 6 |
| Historical significance                   |                  |   |   |   |   |   |   | 6 |
| Causes and consequences                   |                  |   |   |   |   |   |   | 6 |