



RYDERS GREEN PRIMARY SCHOOL

History Policy

Presented to	Date
Senior Leadership	Summer 2022
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'At Ryders Green Primary School, we have designed the National Curriculum around our key ambition for our children. We want to provide **aspiration** to all of our children despite the barriers they face. To do this we provide opportunities so our children can stand equal with their peers now and in their adult life.'

Aims and objectives

The aim of history teaching here at Ryders Green Primary School is to stimulate the children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. They learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today and raise their aspirations for their future. In our school, history makes a significant contribution to citizenship education by teaching about how Britain developed as a democratic society. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events through offering a range of opportunities including STEM approaches to further embed learning and offer children skills for the future.

The aims of history in our school are:

- to immerse children into the past and to develop an understanding that enables them to enjoy all that history has to offer.
- to enable children to know about significant events in British history and to appreciate, compare and discuss how things have changed over time;
- to develop a good understanding of chronology and sequencing across the school.
- to know and understand how the British system of democratic government has developed and, in so doing, 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;
- 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.

Teaching and learning style

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources as and where possible. In each key stage we give children the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past as well as host our own experience days in some areas. We recognize and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past by offering additional reading opportunities. We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask higher order questions about information they are given and challenge sources appropriately.

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We recognise as a school there are children of various abilities. In history and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting age-appropriate tasks and adapting planning to suit individuals needs to access their learning.
- KAGAN group to allow for collaborative learning amongst various abilities.
- providing a range of resources to further scaffold pupils as and where required.
- Productive use of classroom assistants within the classroom who offer an active role within the classroom.

History curriculum planning

We use the National scheme of work for history as the basis for our curriculum planning in history. We have adapted this to provide the best quality of learning for the children that match with goals and targets set within that year group. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression into the scheme of work so that the children are increasingly challenged as they move up through the school.

We carry out curriculum planning in history in three phases (long-term, medium term and short-term). The long-term plan maps the history topics studied in each term during each key stage; the history subject leader works this out in conjunction with teaching colleagues in each year group and the children may study history topics in conjunction with other subjects. Some topics have a particular historical focus and in Key Stage 2 we place an increasing emphasis on independent historical study. We teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding programme of study.

As the basis for our medium-term plans, we adapt the national scheme of work which gives details of each unit of work for each term. Each year group has a medium-term plan mapping out topics and learning objectives for each week as well as National Curriculum links covered within each topic. These are then referred to when completing our weekly lesson plans.

The class teacher uses teaching slides as their weekly lesson planning. There is no longer a formal written plan. These slides list the specific learning objectives of each lesson. The class teacher keeps these on a shared file for the history leader to have access to on a regular basis for monitoring purposes. These are regularly monitored and amended to suit the learning needs of the children.

EYS

We teach history in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the history side of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. History makes a significant contribution to the ELG objectives of developing a child's

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knowledge and understanding of the world through activities such as dressing up in historical costumes, looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

The contribution of history to other subjects

English

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in the Literacy lessons are historical in nature. Children develop oracy through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters and through using writing frames.

Mathematics

History teaching 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 time-lines. Children learn to interpret information presented in graphical or diagrammatic form, for example they study the impact of the plague by analysing population statistics.

Information and communication technology (ICT)

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 in history to enhance their skills in data handling and in presenting written work, and they research information using the Internet. Children have the opportunity to use devices to record and use photographic images and they communicate with other children by using email.

RSHE

History contributes significantly to the teaching of RSHE. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as how society should respond to poverty and homelessness. They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognize and challenge 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 start to 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, for example, with the Key Stage 1 unit of work, 'What are we remembering on Remembrance Day?' We also provide children with the opportunity to discuss moral questions, or what is right and wrong, when studying topics such as child labour in Victorian Britain. Children learn about the role of the church in Tudor times and they find out how British society has changed over time. The history programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

Teaching history to children with special educational needs

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At our school we teach history to all children inclusively. History forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our history teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors - classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to history.

We enable pupils to have access to the full range of activities involved in learning history. Where children are to participate in activities outside the classroom, for example, a visit to an archaeological dig, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Assessment and recording

We assess children's work in history by making informal judgements as we observe them during each history lesson. On completion of a piece of work, in line with the current marking policy, the teacher marks the work and comments as necessary using higher order questioning allowing for additional learning to take place as and where suited. We use their responses and feedback to make accurate judgements on the children's individual understanding of units of work as well as the child's ability to discuss and talk about their learning and making relevant learning connections and links to previous work covered.

The history subject leader keeps samples of children's work in a portfolio. These demonstrate what the expected level of achievement is in history for each age group in the school.

Resources

There are resources for all history teaching units in the school. We keep these resources in relevant classrooms to suit their individual topics. The various library areas contain a good supply of topic books and software to support children's individual research as well as strategically displayed visual prompts within the classroom.

Monitoring and review

Monitoring of the standards of children's work and of the quality of teaching in history is the responsibility of the history subject leader. The work of the history subject leader also involves supporting colleagues in the teaching of history, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.