



## Rivington Foundation Primary School History Policy 2019-20

### Our Vision:

**At Rivington Foundation Primary School we believe that every child's potential is without limit – we grow together.** At the heart of our school, all individuals have **limitless** opportunities to thrive in their own unique ways. By igniting passion and embracing difference, we can unlock **limitless** potential for all in our community. Through nurturing and trust, we can open **limitless** doors to exciting new adventures, challenges and experiences to spark **limitless** dreams for every child.

### Our Curriculum Vision

At Rivington Foundation Primary we believe **great learning opens doors and expands horizons.** A love of learning is the greatest gift a school can bestow and should help all its children become the very best that they can be; developing a thirst for knowledge, crafting responsible citizens and building learning habits of mind that will last them a lifetime!

### Intent Statement:

**To develop children's experiences and understanding of History locally, nationally and internationally, inspiring and igniting their curiosity about the wider world.**

### Policy Statement

History can mean two things – the past and the study of the past. The past includes all aspects of our lives that have gone before. History shapes the customs and beliefs of the communities to which we belong. Learning about the past and the methods used to study it helps pupils to make sense of the world in which they live.

History is about real people and real events interacting upon each in the past. It is important that we can find out what has happened in the past through the use of actual evidence which comes from many sources and is presented in many ways.

Through history, pupils will develop the concepts of continuity and change which are frequently part of our everyday experience. Pupils will also gain knowledge and understanding about some of today's situations when looking at them within an historical context.

### The Aims of History

- To develop an interest in the past and an appreciation of human achievements and inspirations.
- To learn about some of the major issues and events in their own country and the world and how these events may have influenced each other.
- To develop an understanding of the concepts of time and chronology.
- To understand how the past was different to the present and the people of other times and places may have had different values and attitudes from our own.



- To understand that events have usually a multiplicity of causes and that historical explanation is provisional, always retractable and sometimes controversial.
- To stimulate the imagination.
- To communicate clearly employing a wide range of media. Curriculum and School Organisation

## Foundation Stage

History in the Foundation Stage is taught within the specific area of “Understanding the World”. The children are supported in developing the knowledge, skills and understanding that helps them to make sense of the world through the following programme of topics:

	Autumn		Spring		Summer	
	1	2	3	4	5	6
Topic A	Houses and Homes	Colour my world	Traditional Tales	People and our roles in the community	Animals	My amazing World
Topic B	All About Me	Toys	Food	Change and Growth	Journeys	Bears

The pupils are encouraged to talk about their families and past and present events in their lives. They begin to gain knowledge and understanding of the world through:

- Photographs/artefacts
- Listening to stories and memories of older people
- Role play activities
- Discussing events in the past and their own personal lives
- Sequencing events to gain a sense of time

Rivington Foundation Primary History Curriculum is based around the statutory requirements of the National Curriculum. We use Lancashire’s National Curriculum support materials and Connect History which provide a thematic approach to delivering the History curriculum. These materials highlight the key learning within History to ensure effective progression of skills across KS1 and KS2.

## Key Stage 1

The new 2014 National Curriculum at Key Stage 1 focuses on developing children’s awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Children should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.



In planning to ensure the progression described above, through teaching about the people, events and changes outlined below, teachers may introduce pupils to historical periods that they will study more fully at Key Stage 2.

Pupils should be taught about:

- Changes within living memory
- Events beyond living memory that are significant nationally or globally
- The lives of significant individuals in the past who have contributed to national and international achievements
- Significant historical events, people and places in their own locality

## **Key Stage 2**

The new 2014 National Curriculum at Key Stage 2 should continue to allow children to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- 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
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- 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

## **History Teaching**

Story and narrative are central to history teaching and are a natural resource in which sequence, causation and change can be explored. For younger children, in particular, they



can provide a vehicle for developing language, a chronological environmental understanding and a stimulus for a range of work. There is an important and central place in history for good stories so that children can be taught to listen carefully and critically.

History teaching should cause pupils to ask “How do we know?” and provide them with experiences of working with different source materials, documents, photographs, maps, artefacts, oral testimony, videos, secondary interpretations as well as visits.

Although history will not always be taught and learned in a chronological sequence, pupils in Key Stage 2 will have access to some form of time chart so that passed events can be placed in a chronological sequence and their relative distance from the present identified.

Although history is strongly rooted in written and spoken language, information technology is a very useful tool for the historian. It can be used to store, retrieve and analyse information and for word processing. All classes have class computers, interactive whiteboards with access to the Internet and opportunities to use laptops and I-pads.

Pupils should be encouraged to be imaginative when working with evidence while at the same time respecting it. They should be able to offer hypothetical explanations of past events, supported by carefully reasoned proof, and to test them by comparing sources, discussion and argument.

History lends itself to and benefits from a wide range of teaching and learning styles i.e. whole class teaching, when new or complex materials are introduced, as well as paired, group or individual work.

### **Mixed classes**

As the basis for our medium-term plans, we use the national scheme of work which gives details of each unit of work for each term. For detailed progression we use the Lancashire Scheme of Work and Connect History. The two main resources we use are the Historical Society Materials and Key Stage History. As much as possible, we enrich the subject using artefacts/primary sources, visitors and fieldwork. The history subject leaders keep and review these plans on a regular basis. We ensure that children have complete coverage of the National Curriculum, but do not have to repeat topics.

### **Inclusion and the History Curriculum**

This policy relates to the school’s philosophy for promoting equal opportunities. Children, irrespective of ability, race or gender, are given full access to the History Schemes of Work.

In order to provide work that is appropriate to the learning experiences of individual children, it is necessary for the teacher to be aware of the statements/IEPs that apply to children being taught in the class.

For pupils with SEN, tasks are differentiated accordingly so that all pupils are included. There are occasions when the resources may be different from those of the class but these will be in keeping with the pupil’s IEP.

More able and talented pupils will be identified and their work differentiated accordingly.



Teachers take account of the three principles of inclusion, set out in the National Curriculum, which relate to:

- setting suitable learning challenges
- responding to the diverse learning needs of pupils
- over coming potential barriers to learning and assessment for individuals and groups of pupils.

The above principles are considered in medium and short term planning. Teaching assistants may support individuals or groups of children within the lessons.

#### Assessment, Record Keeping and Recording

The approach to assessment, record keeping and reporting of this subject area follows the whole school policy guidelines. All pupils' work is regularly marked and assessed against the key skills. Pupils are encouraged to improve their own learning performance through the school marking policy. Reports to parents are completed annually.

#### Monitoring and Evaluation

History will be monitored by the History Co-ordinator who will be responsible for gathering samples of curriculum work. Appropriate additional evidence eg photos of activities/displays/visits/assemblies etc will also be kept.

History books and plans will be monitored to ensure that the key skills are being effectively taught and match the needs and abilities of the pupils.

#### Review

The curriculum will be kept under review and evaluated regularly. This will require discussion between the Head Teacher, History Co-ordinator and all teaching staff to ensure appropriate coverage of the curriculum and the teaching of key skills are being implemented.

Date of Policy: October 2019

History Co-ordinator: Sarah Annette

Reviewed: October 2020