



*Living Life to its Fullest; Making
a Difference Along the Way*

Rivington Foundation Primary School

History Policy

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Review Date	September 2025

Intention

At Rivington Foundation Primary School our vision statement is that **'Living Life to its Fullest; Making a Difference along the Way'**. This is carried throughout every area of the curriculum including **History**.

Students will gain an understanding of history through time and the achievements of different civilisations. Children will develop their awareness of the chronology of events and consider what is within and beyond living memory.

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

At Rivington Foundation Primary School, we aim to provide a curriculum that is based around the rich history of the local area, allowing children to develop their understanding and use of resources within it. Our aims are to fulfil the requirements of the National Curriculum for History, providing a broad, balanced, and engaging curriculum for all pupils. We aim to ensure the progressive development of historical concepts, knowledge, and skills, and, above all, develop a love for history, a curiosity and fascination in the events and lives that have come before, understanding and knowledge of Britain's past and that of the wider world.

Children at Rivington are taught about historical events and changes locally, nationally and globally. They are encouraged to consider the impact of achievements and developments in different cultures and how these impact on their lives. Changes they can remember, changes

within wider living memory and how we know what happened beyond this are covered through children's time at Rivington.

Learning sequences are designed to build on prior knowledge to develop a thorough understanding of what happened in specific eras. Curiosity, the ability to voice ideas, opinions and questions, and enthusiasm for learning about the past are all promoted through carefully planned sequences of lessons.

Tasks are designed for children to learn, explore, then demonstrate the knowledge acquired in each lesson.

Using the National Curriculum for history we aim to ensure that all pupils learn through several powerful sources of knowledge, including the following concepts:

- Substantive knowledge - this is the subject knowledge and explicit vocabulary used about the past.
- Disciplinary knowledge – this is the use of knowledge and how children construct understanding through historical claims, arguments and accounts.
- Historical analysis – developed through selecting, organising and integrating knowledge through reasoning and inference making in response to structured questions and challenges.
- Substantive concepts, such as invasion and civilisation, taught through explicit vocabulary instruction as well as through the direct content and context of the study.

Why is History important?

If children are able to see their place in history, they are far more likely to actively engage in learning about it and see how the past has influenced the present. They can begin to evaluate events and decisions of the past and play an active part in creating the future.

Children take pride in the rich local history of Rivington and Lancashire, which encourages a greater feeling of community and demonstration of British values. Invaluable life skills can be learned through the study of history: understanding the contrasting points of view of groups of

people, how the same event can be interpreted differently and how to sort and evaluate evidence.

National Curriculum aims: page 1 of 2

The aims of the Syllabus are that students:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

Cross Curricular Opportunities

History provides opportunities for pupils to develop the key skills of:

English: opportunities for discussion, orally rehearsing responses to the lesson's learning question, and recording knowledge through the use of bullet points, labelling, and longer pieces of writing in different genres. The subject also builds on students' vocabulary with key words being learned and used in all lessons.

Maths: students will encounter dates, frequencies, statistics and work out how long ago events happened and the duration of eras.

Design and technology and Art: the sequence of the foundation curriculum is designed so children can build upon learning in a range of disciplines. Year 3, for example, learned about

the Romans in history then using construction skills to build castles based on Colchester castle; and the stone age, then stone age art.

Geography: maps and map reading skills are used to know where historical events happened. Children are taught that the names of countries and regions have changed over time.

Computing: through using the internet and media selectively, reading about and building on knowledge. Children apply computing skills to historical knowledge, for example a summary of the achievements of the Romans in Year 3.

Links to specific websites and reading material are added to Seesaw for children and their families to access at home.

Scope of History

History at Rivington Foundation Primary School is largely based on the rich history of the locality, which includes the Tudors, the cotton industry, crime and punishment, black history and the . We recognise children need the following essentials to be able to master their understanding of history:

- Developing an understanding of chronology and recognise the order in which events occurred, dynasties existed, and individuals lived.
- Challenging misconceptions of history.
- Understanding that many things happened around the world con-currently, such as the Mayan Empire in the Americas and the Ancient Egyptians in Africa.
- Thinking analytically, selecting, organising and questioning sources and using inference skills to think historically.
- Recognise, understand, and use key vocabulary in writing and discussions in historical debate.

Implementation

At Rivington Foundation Primary School, children study a broad range of historical themes throughout the year, based on the 2014 Primary National Curriculum. The structure of the Rivington School curriculum is built around the principles of advancing cumulative knowledge, chronology, change through cause and consequence, as well as making connections within and throughout periods of time studied. Many topics that children study are based upon the

local area; this knowledge is used to compare life in Britain with life in the wider world within similar timeframes.

In EYFS, there are topics such as 'All about me!' which last for a half-term. Within these, the early years framework is used to encourage children to think about what they can remember within their own lives and to talk about members of their immediate family and community – generations, family, young and old. Children look at pictures, learn well-known and traditional nursery rhymes and participate in role play based on stories they have heard, all of which facilitate a range of Early Learning Goals.

Chronological vocabulary such as 'today/tomorrow/yesterday' is incorporated into classroom routines.

Teachers in Key Stage 1 draw upon previous coverage of the Early Learning Goals and build on this.

Rivington's curriculum subject coverage is planned sequentially and with a clear rationale for making connections with prior learning: selecting, organising and integrating new knowledge with prior learning. Our knowledge and vocabulary-rich learning modules are positioned to support and enhance learning so that pupils both retrieve and transfer knowledge.

It is the gleaning of information through responsive teaching and a range of well-chosen pedagogical practice that informs the next steps, such as:

- Deliberate practice and rephrasing of taught content - Think aloud and the use of My Turn, Your Turn
- Cumulative quizzing within the learning sequence.
- Retrieval practice, including just two things (self-testing).
- Asking relevant questions that engage all pupils, not just a few using techniques that allow everyone to participate, such as show what you know or think-pair-share
- Vocabulary use and application: pupils practise and define words. Words are used, connected and deconstructed for meaning within the learning sequence.
- Summarising and explaining the learning question from the sequence.

- Quizzes are used throughout a topic to assess children's increasing knowledge. By the end of each lesson, children are able to answer specific questions, laid out in the unit planning. Questions that have been answered in previous lesson are revisited at the start of each subsequent lesson, with the additional questions for that lesson at the end. At the end of the topic, children from Year 2 onwards are able to revisit and answer the whole quiz.
- This cumulative approach enables children to become secure in the facts necessary to weigh up evidence and apply it with increasing independence.

Teacher subject knowledge is continually improved through the use of key facts on knowledge notes, so they know exactly where to focus their research. CPD which is applicable to various areas of the curriculum is made available via videos on the CUSP website, with useful articles, podcasts, resources and examples of good practice shared regularly by SLT and subject leaders.

Misconceptions are clearly referenced in the CUSP unit overviews so they are not passed on to children.

Vocabulary

Children are taught to correctly use high-level tier 2 vocabulary and subject-specific tier 3 vocabulary. They hear and practise using new vocabulary verbally and apply it in written work. The use of specific vocabulary is built in to lesson plans, with an expectation that children use it when demonstrating their understanding.

Children are encouraged to look at the etymology and morphology of words and know how this can help them understand meanings. As further challenges when appropriate, idioms and colloquialisms linking to the vocabulary or era are taught.

The main purpose of the documents produced by the Unity Schools Partnership is to increase consistency and ensure excellent practice throughout the school. CUSP provides a coherent sequence of lessons supported by a cumulative quiz questions to direct retrieval practice over

time. Carefully chosen images, maps and vocabulary units are provided along with historical topics studied in previous and subsequent classes.

Impact

We consider accurate and focused assessment as the cornerstone of high-quality teaching. It allows learning to be planned and taught accurately as well as meeting the needs of the children and ensuring high levels of expectation and support.

The culture at Rivington Foundation Primary School is one of continually drawing on prior learning to move on children's learning, wherever the content is taught. This formative assessment happens all the time and may not necessarily be recorded. Teachers and other adults will use the information gathered through formative assessment to address gaps and to provide additional challenge for children as required and appropriate. This is most effective when done immediately and at the point of learning.

A guiding principle of the history curriculum is that children become more historically 'expert' with each study and grow a broadening and coherent understanding of the past, ensuring their historical knowledge is not fragmented. Vocabulary, both specific and associated, is taught alongside and within history units.

The use of knowledge organisers ensures children's books are not just a place to collect work but a valuable, personal resource they use to revisit learning.

Students are expected to record learning in their exercise books in almost all lessons. This may take the form of writing, mind maps or annotated pictures and will involve students answering the specific learning question for each specific lesson. As in all subjects, this work in students' books should take into account the school's presentation rules and the need to edit and improve their work.

Teachers use cumulative quizzing to ensure the lesson's objective has been met and all children can answer the key learning question. Live, verbal feedback is used in each lesson to immediately address misconceptions, giving children chance to rectify these in the same lesson. Planning includes opportunities to recap prior knowledge to reinforce and build on this.

Children keep copies of unit quizzes in their books which are used for cumulative then summative assessment with the independent end of unit quiz. Teachers are able to access quizzes online to alter how they are delivered: altering the sequence of questions to avoid rote learning, for example.

Successful Teaching, Learning and Assessment in History

- Teachers and other staff have a secure understanding of the age group they are working with and have relevant subject knowledge that is detailed and communicated well to pupils.
- Assessment information is used to plan appropriate teaching and learning strategies, including to identify pupils who are falling behind in their learning or who need additional support, enabling all pupils to make good progress and achieve well.
- Work is differentiated, demanding and challenging enough for all pupils.
- The contribution of Teaching Assistants has a significant positive impact on children's progress
- Children demonstrate the characteristics of effective learning and positive learning behaviours
- Well-being and involvement in learning are high
- Progress over time is very good (in books and assessment information)
- Achievement is high overall and ensures that the school meets government baseline standards.
- High quality of work and presentation in books. There must be consistency in approach, expectation, standards, attainment and rates of progress.

Provision for children with SEN

Lessons are adapted to ensure that all students are supported so they can access the lessons. There are more challenging aspects of lessons to stretch higher-attaining students, but delivery will vary for those needing more help to achieve the same outcome.

As a result of book monitoring and learning conversations, we are bringing in editable knowledge strips to tailor these for children with specific needs.