



Ridgeway Primary Academy



Policy for

Updated November 2022

Jake Connolly

Introduction

The aim of the school is to stimulate the children's interest and understanding about the life of people who lived in the past and events that took place in the past. We teach children a sense of chronology and how to use the skills of historical enquiry and interpretation to investigate past events and significant people. Consequently, children will understand more about who they are and their origins and they will understand how events in the past have influenced our lives today.

Vision & Aims

- to encourage an interest in the past
- to enable children to know about significant events in history and to appreciate how things have changed over time
- to enable children to know about the significant lives of men and women in the past and how they have influenced the future
- to develop a sense of chronology
- to develop knowledge and understanding of the history of other countries
- to develop in children the skills of historical enquiry, investigation and how to communicate historically

Organisation of the Curriculum

Activities to ensure National Curriculum coverage and a progression of skills have been planned by the coordinator and teachers representing each year group. A yearly overview of subjects taught in each group has been developed (see appendix 1), in which History is covered for at least two half terms in each year group, with the exception of year six. Foundation subject plans are produced for all year groups, except for the early years. During both key stages History is taught in a lively, practical way that has relevance to the children's experiences. Topics have been decided based on the objectives suggested in the 2014 National Curriculum. Lessons use a range of imaginative activities such as story, drama, art and ICT. To develop the children's understanding of chronology the units are taught in chronological order from Year 3 upwards.

Programmes of Study

History is a National Curriculum foundation subject with designated programmes of study.

The programmes of study for both Key Stage 1 and 2 are based on-

- 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
- 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; Ancient Egypt; The Ancient Greeks.

Curriculum Progression

EYFS

History is taught in Reception as an integral part of the topic work through child-initiated and adult led activities. The children are given the opportunity to find out about past and present events in their own lives, and those of their families and other people they know. In the Foundation stage, history makes a significant contribution to developing a child's understanding of the world through activities such as looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

Key stage 1

During Key Stage 1, pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past in Britain and the wider world. They listen, and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present.

Key Stage two

During Key Stage 2 pupils learn about significant people, events and places from both recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways

Planning and Teaching

Each year group is required to plan for two History topics a year. The long-term planning shows which topics are being covered and how they link with the topic for that Half-term. Pupils are taught to develop their understanding of the past and how it relates to the world they live in today. Children are taught in a variety of ways as we understand that children learn in different ways. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. Some of the tasks include: handling artefacts, visiting museums and places of interest, access to secondary resources such as books and photographs and they are provided with opportunities to work independently or collaboratively, to ask as well as answer historical questions.

We use a variety of teaching and learning styles in History lessons. Our principal aim is to develop children's skills, knowledge and understanding. Sometimes we do this through whole-class teaching, while at other times we engage the children in a discussion or through research activities. We encourage the children to ask, as well as answer questions, which will help them to understand and emphasise with other people throughout history.

Inclusion

Activities both within and outside the classroom are planned in such a way that encourages full and active participation by all children, irrespective of ability. Every effort will be made to ensure that activities are equally interesting to both boys and girls. The time periods studied should present opportunities for the children to gain an understanding of. Work will be differentiated appropriately and, where necessary the child may have the support of a TA or classroom helper. Support is provided for children attending trips.

Cross-curricular opportunities

English

History contributes significantly to the teaching of Literacy in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that are used in 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.

Maths

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.

Computing

We use computing in history teaching where appropriate. Children use computing in history to enhance their skills in data handling and in presenting written work, and they research information using the Internet. Each teacher ensures it is used as a teaching tool where appropriate, and provides opportunities for children to also use it.

Personal, Social and Health Education (PSHE)

History contributes significantly to the teaching of personal, social, citizenship and health education. 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. They learn how to recognise and challenge stereotypes. 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

Spiritual development: They learn to appreciate the value of similarities and differences. A variety of experiences teaches them to appreciate that all people are equally important.

Moral development: As part of moral development, History provides opportunities for discussion as to what is right and wrong.

Social development: History allows opportunities for collaborative learning, enabling pupils to co-operate together.

Cultural development: By exploring different settlements through the ages, the children can gain knowledge of different cultures, learning tolerance and understanding of their diversity.

Assessment & Recording

Assessment tasks may be suggested in the foundation planning and will usually be specifically set by the year group teachers. They are built in to become a part of the children's general assignments and linked to the learning objectives. They will also be based on an assessment of key skills and essential knowledge and understanding within Geography. Methods of assessment will vary as appropriate to the learning. At the end of each term, teachers fill in foundation assessment grids to show children's attainment in geography. Below, expected and above standards are used to judge children's ability.

Through out the Early Years the children are continually assessed through observation and questioning. A record of the children work is kept in an individual folder and everything the children create is valued and kept to show their progression.

Reporting

When enrichment opportunities have taken place or practical work that isn't suitable for books staff will photograph children and create Sway document which will be put onto the school website for parents to access and observe what their children have been doing.

The role of the co-ordinator

Monitoring the standards of children's work and the quality of teaching in History is the responsibility of subject leader, supported by the head teacher and colleagues from the Foundation Development Team. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for History in the school. Book trawls will be carried out which will also allow the history co-ordinator to track and monitor the coverage and progression of skills

Health & Safety/Safeguarding Considerations

Please see the Educational Visits policy for information concerning health and safety when on educational visits.

Prevent statement

At Ridgeway Primary School we aim to prepare our students to become good citizens of the future. Through our curriculum we teach pupils British values and how to celebrate diversity. We aim to raise their awareness of radicalisation and extremist views, whatever the source. We have adopted the principles and advice found in 'Keeping Children Safe in Education 2016' and the 2011 'Prevent Strategy'. These are incorporated into our school policy on tackling extremism. For more information please read the School Policy on [Preventing Extremism and Radicalisation](#)

This policy is due for renewal in *[insert date for 3 years time]*