

# Rishton Methodist Primary School

## History Policy 2024 - 2025



### Our Christian Vision

As a Methodist school, our values lie at the heart of all we are and do. Within our caring Christian community, where all are welcome, everyone is encouraged to be the best that they can possibly be. We promote respect, compassion and resilience to prepare our children for the challenges of an ever-changing world and encourage our whole school community to 'Rise up...take courage and do it" (Ezra 10:4).

Agreed by Governing Board on January 2025

Policy will be reviewed by W.Houlker

Created by W.Houlker Subject leader

## **Policy Principles**

At Rishton Methodist Primary School, the aims of History are:

- To foster in children an interest in 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 how things have changed over time.
- To develop a sense of chronology.
- 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.
- 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.

## **Curriculum Design and Delivery**

History is taught in Autumn 1 and Spring 1 in each class for approximately 45 minutes per week.

The History curriculum at Rishton Methodist has been designed to be a progressive spiral curriculum in which key concepts and knowledge are presented repeatedly throughout the curriculum, alongside new content. Metacognition strategies are used in History, prior learning and after learning are used to promote thinking and develop understanding.

Each topic has been carefully selected and designed with the key knowledge and vocabulary identified and mapped out to ensure clear progression across topics and a depth of learning. Teachers will follow this long term knowledge map. The National Curriculum Programme of Study for History has been fully covered with deepening layers of complexity and challenge.

Topics have been chosen to:

- Enable the children to learn more about the local area.
- Introduce the children to events and periods in British History that changed society and influenced the way we live now.
- Make children aware of cultures and civilisations of countries other than our own.

Visits, visiting experts and artefacts enhance the children's experiences. All activities, whether in or out of school, comply with the guidelines in the school health and safety policy. Appropriate risk assessments are carried out before taking children on educational visits. Use is made of ICT - especially the use of the Internet for research and role play and drama bring History to 'life'.

Our History curriculum builds directly on the learning undertaken in the EYFS Understanding the World Early Learning Goal. In their time in Early Years, children will have talked about the

lives and roles of people around them. They will have compared things in the past to how they are now, drawing on their own experiences and on texts they have shared, and they will have used the settings, characters, and events they encounter in these stories to develop their understanding of the past. Our History curriculum at Rishton has been designed using the following historical concepts or 'golden threads':

Civilisations- The social and cultural developments of a civilisation over time, which have directly impacted the evolution of human history and how we live in a modern world.

Invasions and change -The impact of invasions in our local area and how they have shaped our landscape.

Monarchy and Religion- Key people who have shaped the world and their last impact in a modern world. The development of religion across different civilisations.

Exploration and Impact - The migration of different civilisations and how they impacted Britain.

By revisiting these substantive concepts over time allows the children to build a bigger and better understanding of these concepts with increasing complexity.

### **Assessment**

Assessment is continuous and focuses on the progression of knowledge. Children are observed during History lessons and are assessed on the part they play in class discussion and from written work they produce. Children are assessed at the end of the first half term of the Autumn Term and again during the second half term of Spring Term.

Formative and summative assessments are imputed on to Sonar. This is used to highlight what will improve student progress and efficiently tracks attainment.

During each individual lesson, teachers will use the school's marking policy to assess students' progress against the lessons objectives. By the end of the lesson, staff are expected to know whether students have achieved the objective and teaching in the next lesson will be adapted if needed to ensure that understanding is complete, and any misconceptions have been addressed.

Pupil Book Study includes groups of children discussing their work and understanding. It provides an opportunity for children to share their knowledge by talking through the journey of their learning. This in turn enables leaders to assess the effectiveness of teaching and learning.

### **Monitoring and Reporting**

All staff are responsible for implementing the History policy. Lesson walkthroughs, book looks and pupil discussions allow leaders to monitor the effectiveness of the curriculum.

The effectiveness of this policy will be reviewed annually or when the need arises and the necessary recommendations for improvement will be made to the Governors

Children's progress in History is reported to parents through the annual written report. Written reports are provided for governors to enable governors to ask informed questions and effectively monitor standards.