



# Rishton Methodist Primary School

## History Policy

### School Mission Statement

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.

Rise up .....take courage and do it"  
Ezra 10:4

History is a Foundation subject in the National Curriculum. This policy outlines the purpose, nature and management of the History taught in our school.

### Aims:

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

### Planning:

Rishton Methodist Primary School uses the National Curriculum programme of study to ensure full coverage of the periods and aspects of History are taught. Teachers have taken the objectives from the programmes of study and created topics that allow these to be taught fully. At the start of each half term an end of unit outcome is set by each class teacher outlining what we expect the children to be able to do at the end of the term. Ways in which this outcome can be achieved are created using ideas from the Rainbow Continuum. This helps teachers identify different ways children can achieve the end of term outcome regardless of ability. Teachers then create an overview, mapping out a series of lessons that allow for a development of historical knowledge and understanding as well as building on prior learning both from years before as well as in previous lessons in the current year.

Our short-term plans are those that our teachers write on a weekly basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.

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.

Where possible it is also taught through the other subjects of the curriculum. E.g. Art, Design and Technology, Geography, Literacy, Numeracy etc.

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'.

### **Teaching and Learning of History:**

Here at Rishton Methodist we teach History in a chronological way. In Key Stage 1, we start with events in living memory in Year 1 moving on to significant events beyond living memory in Year 2. When the children enter Key Stage 2, they again encounter History in a chronological order starting with the Stone Age in Year 3 and ending with significant events since 1066 in Year 6. Children in Years 4,5 and 6 also study significant time periods from World History and relate these to what was happening in Britain at the same time. This allows children the opportunity to see how events from both British and World History have shaped life in Modern Day Britain today.

History teaching focuses on enabling children to think as historians. We recognise that in all classes there are children of widely-different abilities in History and seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

We set common tasks which are open-ended and can have a variety of responses.

Different tasks are set for different abilities and are of increasing difficulty.

Resources of different complexity are used depending on the ability of the child.

Classroom assistants support children individually or in groups.

Opportunities are provided for children of all abilities to develop their skills and knowledge in each unit and we build planned progressing so that children are increasingly challenged as they move up through the school.

### **Teaching History to Children with Special Educational Needs:**

We teach History to all children, whatever their ability. We provide learning opportunities that enable all pupils to make progress. We set suitable learning challenges and respond to each child's different needs. Teacher Assistants support children to enable more effective learning to take place.

### **Foundation Stage:**

History is taught in EYFS as an integral part of the topic work covered during the year. We relate the History side of the children's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children in the Foundation Stage.

### **Assessment and reporting:**

Assessment is continuous and focuses on the progression of skills. 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. Children's progress in History is reported to parents through the annual written report.

### **Resources:**



There is a selection of books in the school library to support pupils' learning and research. The school also has topic packs for the different time periods being taught containing books, videos, posters, computer software, DVDs etc. A visit to an appropriate site and inviting experts to visit are also an important resource.

**Community Links:**

We contribute to the local community by promoting the study and understanding of the local area. Children learn about how the area has changed over time. We use the community to enrich the History curriculum where possible, for example The Royal British Legion annually come and speak about their role and the history of the charity. A special week dedicated to the history of Rishton and the surrounding local area is also planned for once a year.

**Monitoring and review:**

All staff are responsible for implementing the History policy. Changes and developments of the History curriculum are dealt with during INSET days and staff meetings. Staff keep up to date with the latest ideas by attending courses.

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

Date of next review of Curriculum policy: January 2022

Signature from Governors:	Date:
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Signature of Head teacher:	Date:
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