



Riverview Cof EPrimary and Nursery School

Ewell Family Centre with Riverview Daycare

Every child matters, every moment counts

Headteacher: Mrs M Atkins

History Policy

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1. Purpose of the Policy

This policy reflects the aims and values of Riverview Primary School. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals.

Ensure you consider the potential audience for your policy and what information they will want. Your audience may include teaching and non-teaching staff, governors, parents and Ofsted inspectors.

The purpose of this policy is to:

Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment

- › Demonstrate adherence to the National Curriculum objectives and guidelines
- › Provide clear information to parents and carers about what their children will be taught
- › Allow the governing board to monitor the curriculum
- › Provide Ofsted inspectors with evidence of curriculum planning and implementation

This policy will be available on our school website [Riverview CofE Primary & Nursery School - Home](#)

2. Subject Vision and Rationale

When children leave Riverview, they will have a curiosity and interest about the past of Britain and the wider world. Children will have developed a sense of where they come from and why the past is important and relevant to their lives.

To achieve this, we will:

Provide history topics that inspire and engage our children, bringing history to life.

Allow children to develop an appreciation of significant historical figures and understand the impact they've had on our lives.

Equip our children with the skills and knowledge to enable them to feel confident when understanding the chronology of world history.

Develop the children's ability to ask relevant questions to deepen their understanding.

Ensure that children understand why historical accounts may vary.

3. Aims and Outcomes

By the time pupils leave Riverview, they should:

- › 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
- › Be able to use 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.
- › Have historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short and long-term timescales.

4. Teaching and Learning

History is taught in year group classes by class teachers. Lesson plans are based around the subject's long-term plan and resources available, with objectives adapted to suit the stage of development for the pupils in each class. The teaching of history might involve:

- › Whole-class teaching
- › Small group discussions
- › Reading from high quality history reading booklets
- › Handling artefacts
- › Looking at historical photographs
- › Individual projects/research
- › Role play
- › Field trips
- › External speakers

5. Curriculum Overview

Here at Riverview pupils will follow a history curriculum that gradually develops learning, the outcome being the acquisition of knowledge and skills that enable each pupil to enquire, research and analyse. Pupils will have a coherent understanding of Britain's history, as well as that of the wider world, and the chronology that underpins both. Children will know more, remember more, and understand more.

Early Years Foundation Stage (EYFS)

Early Learning Goals associated to the History National Curriculum

Past and Present ELG: Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.

Key Stage 1

In KS1, pupils will:

- › Develop an awareness of the past and use common words and phrases relating to the passing of time
- › Learn where the people and events they've studied fit within a chronological framework and be able to identify similarities and differences between ways of life in different periods
- › Use a wide vocabulary of everyday historical terms
- › Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events
- › Understand some of the ways in which we find out about the past and identify different ways in which it is represented

The topics we teach in history are outlined in the curriculum map for history (see section 5.4). Each lesson will begin with a question to be answered by the end of the lesson.

Key Stage 2

In KS2, pupils will:

- › Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study
- › Note connections, contrasts and trends over time, and develop the appropriate use of historical terms
- › Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance
- › Construct informed responses that involve thoughtful selection and organisation of relevant historical information
- › Understand how our knowledge of the past is constructed from a range of sources

The topics we teach in history are outlined in the curriculum map for history (see section 5.4). Each lesson will begin with a question to be answered by the end of the lesson.

Programmes of study

	Autumn term	Spring term	Summer term
Year 1	Significant Individual – Grace O'Malley	Local History	Famous Explorers
Year 2	Leaders from the Past Remembering WW1	The Great Fire of London The Story of Migration to Britain	The Stone Age The Neolithic Age
Year 3	Ancient Egypt Cradles of Civilisation	Indus Valley Civilisation Persia and Greece	Ancient Greece Alexander the Great
Year 4	The Roman Republic The Roman Empire	Roman Britain Christianity in Three Empires	Islamic Civilisations (1) Islamic Civilisations (2)
Year 5	Islamic Civilisations (3) Anglo-Saxon Britain	Vikings in Britain (1) Norse Culture	Vikings in Britain (2) Early civilisations in the Americas
Year 6	London and Migration through time (Medieval London) London and Migration through time (Tudor London)	The Kingdom of Benin London and Migration through time (17 th Century London)	London and Migration through time (18 th and 19 th Century London and the world) London and Migration through time (20 th Century London and Liverpool) Local History Study

6. Cross-Curricular Links

History shares links with the following subjects:

- › English: development of literacy skills through reading and writing
- › Maths: analysing numerical data and understanding chronological terminology
- › RE: deeper understanding of different religions and their influence
- › ICT: use of the internet for research
- › Geography: reading maps and a greater awareness of global and local changes
- › Spiritual, moral, social and cultural (SMSC): encourages empathy towards other cultures and religions, and reflection on moral issues

7. Assessment and Recording

Assessment

Riverview uses assessment to enable staff to understand what pupils have learnt before, what they need to learn now and what they will learn next.

Formative assessment

Formative history assessment is ongoing and will be used to inform teachers in relation to their planning, lesson activities and differentiation.

Summative assessment

Summative assessment is completed three times within each year using Insight Tracking, based on the historical knowledge and skills that the medium-term plan requires.

At three assessment points across the year, pupils will be assessed within 1 of the following bands:

- Working below Expected (BEL)
- Working Towards the curriculum (WT)
- Working at Expected (EXP)
- Working at Greater depth (GDS)

Marking

Children receive regular verbal feedback and history marking follows the school's marking policy.

Each topic has an overarching big question to be answered by the end of the topic. Pupils are given the opportunity to answer the questions at the end of a topic, a chance to record the knowledge they have learnt in the topic. The half termly long write is used as an assessment opportunity for history.

Recording

In history, pupils will record their learning in the following ways:

- History books
- Reception-Class Learning Journey

This may take the form of photographs, pictures, notes or written work, and may be worksheet-based or fully independent.

8. Resources

Textbooks and other equipment

Riverview History Progression Document

KS1 [Historical Association – the UK national charity for history](#)

KS2 [KS2 Curriculum - Opening Worlds](#)

Physical primary and secondary sources, such as non-fiction books or artefacts, can be found in the library, the staff prep room, or in some cases, the classroom.

External speakers, local museums, trips

Riverview uses a shared cultural capital map to regularly review trips and experiences that will enhance our history curriculum and bring the teaching in class to life.

9. Roles and Responsibilities

Headteacher

The headteacher at our school will:

- › Support the subject leader but also hold them to account for the effectiveness of the subject
- › Support staff through the provision of training and resources
- › Monitor the planning and delivery of the subject

- › Ensure the requirements of the National Curriculum are met
- › Ensure this policy is reviewed according to the timescales set out

Subject leader

The subject leaders at our school will:

- › Prepare and review subject policy and curriculum plans
- › Promote the study of the subject throughout the school
- › Monitor the teaching and assessment of the subject
- › Attend appropriate CPD
- › Stay informed regarding developments in the study and teaching of the subject
- › Evaluate resources
- › Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- › Assess the impact of the subject curriculum on pupils' learning and development
- › Make presentations to governors on the subject and how it is being taught

Link governor

The link governor responsible for history at our school will:

- › Monitor the impact of the subject across the school and on pupils.
- › Monitor teacher workload and professional development.
- › Ensure subject action plans are suitable.
- › Monitor the quality of resources.
- › Keep track of pupil and parent engagement with the subject
- › Keep up to date with the curriculum (what's taught, why it's taught, and how it's taught)

Classroom teacher

Classroom teachers at our school will:

- › Teach and assess the subject according to the principles laid out in this policy.
- › Report to the subject leader.
- › Maintain subject knowledge and appropriate CPD.

Parents

The parent community at our school will:

- › Make sure their children are prepared for learning.
- › Monitor the completion of half termly homework.

10. Inclusion

Teachers set high expectations for all pupils in history. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- › More able pupils
- › Pupils with low prior attainment

- › Pupils from disadvantaged backgrounds
- › Pupils with special educational needs (SEN)
- › Pupils with English as an additional language (EAL)

Teachers will plan lessons so pupils with SEN and/or disabilities can study history, wherever possible, and ensure that there are no barriers to every pupil achieving. Teachers will make reasonable adaptations and use scaffolding to support pupils with SEN.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in history. The use of Widgit to develop history vocabulary with visuals will be used when appropriate.

11. Links to other Policies

This subject policy links to the following policies and procedures:

- › Assessment policy
- › Marking policy
- › SEN policy

12. Monitoring and Review

This policy will be reviewed by staff and governors every 2 years.