

# Ripponden J&I School



## History Policy

### January 2025

**Ripponden Junior and Infants School**  
**History Policy**  
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**INTENT**

At Ripponden J & I School we intend the teaching of history to prepare each student for their next phase of education whilst at the same time giving all students a broad and balanced view of the history of Britain and other societies and epochs. In this, students will develop a well-rounded knowledge of the past and its events, with the intention of improving every student's cultural capital and their understanding of the world around them and their own heritage. History at Ripponden aims to be motivational, through engaging activities, trips and visitors that give all pupils an opportunity to question the past.

**Aims**

At Ripponden, we have designed our history curriculum with the intent that our children will:

- Become increasingly critical and analytical thinkers.
- Possess a secure understanding of the chronology of the British Isles and important periods of world history.
- Develop a mental timeline, understanding the terms BC, AD, BCE and CE.
- Discover links and connections to the history they learn and the wider community and locality.
- Further their knowledge and explanations of change and continuity over time with regards to the history of the British Isles and other societies and epochs.
- Differentiate between source types and explain how interpretations in history may differ.
- Draw on similarities and differences within given time frames and across previously taught history.
- Enquire into historical themed questions and form their own opinions and interpretation of the past.
- Develop their knowledge of local heritage and for that to become part of their personal and family identity.

**National Curriculum and coverage**

History at Ripponden is in line with the 2014 Primary National Curriculum in England, including requirements for KS1, KS2 and the EYFS Framework. History teaching at Ripponden has been mapped across the school to deliver the requirements of the National Curriculum through blocks of learning, ensuring consistency and progression of chronology, skills and knowledge throughout the school.

### Foundation Stage

History in the Foundation Stage is taught within the specific area of 'Understanding the World' / 'People and Communities' (Early Learning Goal 13). The children are supported in developing the knowledge, skills and understanding that helps them to make sense of the world and the concept of time. The pupils are encouraged to talk about past and present events in their families and their own lives. They begin to gain knowledge and understanding of the world through:

- Photographs/artefacts
- Listening to stories and memories of older people
- Role play activities, which include real objects such as clocks and watches
- Discussing events in the past and their own personal lives
- Sequencing events to gain a sense of time

### Key Stage One

	Autumn	Spring	Summer
Year 1	Toys and games from the past	History of Halifax through photos	Queen Elizabeth I and Queen Elizabeth II
Year 2	How was school different in the past?  Local Historical Figure – Percy Shaw Remembrance Day	The Great Fire of London  Great Explorers: Neil Armstrong & Christopher Columbus	

### Key Stage Two

	Autumn	Spring	Summer
Year 3		Stone Age Bronze Age Iron Age	Ancient Egypt
Year 4	The Roman invasion of Britain	Ancient Greece	Anglo-Saxons
Year 5	Vikings	Tudors	Ancient Maya
Year 6	Turning point in British History: The Battle of Britain	Local History: Victorians and The Industrial Revolution	

## IMPLEMENTATION

Implementation (The teaching, learning and sequencing of the history curriculum)

- History will usually be taught one session a week for three half terms (usually alternated with Geography)
- A blocked curriculum approach has been implemented to ensure coverage and progression in all skills relating to history.
- For pupils in KS1, the historical skills will focus on the world around them and their living memory of history before moving to events that go beyond living history. This will ensure a firm foundation for KS2 history.
- In KS2, the history curriculum is set out in chronological order to allow children to reference the previous events in time and to refer to this prior learning year-on-year and within the year.

The progression of skills is set out in order to build and develop the following:

- Chronological Understanding
- Knowledge and understanding of events, people and changes in the past
- Connection and historical Links
- Interpretations of history
- Historical enquiry
- Lessons will develop long term memory by allowing for repetition of learning within the year and year on year.
- Tier 2 and 3 vocabulary is taught within the unit and reinforced throughout the year.

### Planning expectations

Long term and medium term plans have been developed with input from the SLT and History subject leader. Websites such as Hamilton Trust and Twinkl can be used but it is expected that teachers will adapt these resources to the specific requirements of their class, producing tailor-made worksheets, PowerPoint presentations or Smart Notebooks. These will serve as evidence of planning. Each unit planning now includes a key information section of facts that should 'stick'. Pupil voice interviews will cover whether this knowledge has stuck.

### Resources

In classrooms there should be appropriate resources easily accessible to children. Working walls should be an integral part of teaching and historical vocabulary should be displayed so that children can use this accurately in the communication of their understanding.

### Inclusion

Challenge for all groups of learners must be an intrinsic part of history lessons. It is expected that the children will be taught the same content at the same time. Challenge can be incorporated into lessons by skilful questioning. To further develop these principles children should be seated in mixed ability places. Children with learning difficulties around reading and writing should not be at a disadvantage in accessing the content of history lessons.

### Parental involvement

The history topics and concepts should be communicated through the half-termly curriculum coverage sheet. Children should be encouraged to continue their research and learning at home.

### Use of support staff

Support staff should be directed by the teacher so that children are supported where necessary.

### The role of the subject leader

The history subject leader, supported by the SLT, is responsible for monitoring the standard of children's work and for the quality of teaching in history. The work of the subject leader also involves supporting colleagues in the teaching of history through CPD, professional development and training in the use of resources. In addition to this knowing the standards across EYFS, KS1 and KS2 as well as being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school.

## IMPACT

- Children will become increasingly critical and analytical within their thinking by making informed and balanced judgements based on their knowledge of the past.
- Children will become increasingly aware of how historical events have shaped our local area as well as the world as it is today.
- Children will develop enquiry skills to pursue their own interests within a topic and further questioning.
- Where applicable, children will have encountered or participated in high-quality visits/visitors to further appreciate the impact of history.
- Children are to retain prior-learning and explicitly make connections between what they have previously learned and what they are currently learning.

### Assessment

Assessment is through pupil voice interviews.

### Recording

Work should be recorded in History books, floorbooks and mini project books.

### Reporting, marking and feedback

Recorded work should be stamped using the appropriate stamp for each key stage. Spelling errors of key words should be highlighted 'green for growth' in line with the English marking policy.

Feedback to parents should be provided through parents' evenings during the autumn and spring terms and could be part of the end of year report.

### Review and Evaluation:

This policy was written in January 2025 and will be reviewed in January 2027, unless there are any significant changes before then.