

RAVENS COTE JUNIOR SCHOOL

# HISTORY POLICY

2025-2026



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July 2025		July 2026	
Signed	Mrs A Wells Headteacher	Signed	Emily Gibson Chair of Governors



## Ravenscote Junior School

### History Policy

Ravenscote is a large Junior School with a form entry. It is situated in a pleasant, suburban, residential area and has extensive grounds. The school is organised into twenty mixed ability classes in four year groups (Years 3-6). The curriculum and year teams plan all the areas of the curriculum together, so that all pupils have access to equal learning opportunities.

History is taught throughout the school in line with the National Curriculum requirements in Key Stage 2. Each programme of study is taught as a separate unit. When possible, links are made with other subjects, e.g. Geography / English. When appropriate, day visits, workshops and visitors are arranged of historical interest and these are regarded by all year groups as an important part of the children's experience.

Children are encouraged throughout the four years to become independent learners, researching, recording, evaluating and communicating information at their own level. The programme of study aims to foster the children's curiosity and interest in the past. The programmes of study are planned by the Subject Leader working with the curriculum team members.

#### Aims of History

- a) 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
- b) 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
- c) gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- d) 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
- e) 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
- f) gain 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.

#### National Curriculum Requirements

Pupils 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. They note connections, contrasts and trends over time and develop the appropriate use of historical terms. They regularly address and sometimes devise historically valid enquiry questions about change, cause, similarity and difference, and significance. They construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

#### The five Aspects of History:



Within our History provision, children are taught a range of key skills. Through these skills children can show progression in their knowledge at our school. All the skills are specific to the year group and develop every year, allowing children to build on their prior learning and skills. All skills that are taught can be found in the 'History Skills Progression' document on the school website.

### **Chronological understanding**

- 1 Pupils should be taught to:
  - (a) place events, people and changes into correct periods of time
  - (b) use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decade.
  - (c) identify and compare changes within and across different periods

### **Knowledge and understanding of events, people and changes in the past**

- 2 Pupils should be taught:
  - (a) about characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past
  - (b) about the social, cultural, religious and ethnic diversity of the societies studied, in Britain and the wider world
  - (c) to identify and describe reasons for, and results of, historical events, situations, and changes in the periods studied
  - (d) to describe and make links between the main events, situations and changes within and across the different periods and societies studied.
  - (e) compare aspects of life in different time periods and places.

### **Historical interpretation**

- 3 Pupils should be taught:
  - (a) to recognise that the past is represented and interpreted in different ways, and to give reasons for this.
  - (b) evaluate and link sources to work out how conclusions have been made.

### **Historical enquiry**

- 4 Pupils should be taught:
  - (a) how to find out about the events, people and changes studied from an appropriate range of sources of information, including ICT-based sources (for example, documents, printed sources, databases, the internet), pictures and photographs, music, artefacts, historic buildings and visits to museums, galleries and sites.
  - (b) to ask and answer questions, and to select and record information relevant to the focus of the enquiry.
  - (c) form own opinion about historical events from a range of primary and secondary sources.

### **Organisation and communication**

- 5 Pupils should be taught to:
  - (a) recall, select and organise historical information
  - (b) use dates and historical vocabulary to describe the periods studied
  - (c) communicate their knowledge and understanding through a variety of ways

### **Where History is found in Ravenscote**



History is found in all four year groups. Each class within the year group follows units of study as outlined in the medium and long-term plans.

The curriculum team plan the study unit under the leadership of the Subject Leader and planning takes into account cross curricular links where appropriate.

### **The Role of the History Subject Leader**

The History Subject leader leads the History curriculum team in these key areas:

- Subject knowledge
- Policy implementation
- Reviewing planning, teaching and learning
- Resource management and acquisition
- Sampling books on a regular basis
- Assessment
- Conducting pupil voice conferences and learning walks
- Liaising with year group planners to discuss improvements and support with planning

### **Key Stage Plan**

All year groups currently study the following units as set down in the National Curriculum.

**Year 3** Overview of ancient civilisations, Ancient Egypt and the Anglo-Saxons and Scots

**Year 4** Roman Britain: Invasion and Settlement, Stone Age through to Iron Age and History Heroes

**Year 5** Maya, London through the ages and The Tudors

**Year 6** Ancient Greeks, WWII and The Vikings

### **Medium Term Plans**

Medium Term Plans are in place for all programmes of study to sequence the planning of history and ensure links between learning are explicitly taught. The medium term plans explicitly outline the key vocabulary for each unit, the skills being used and the content of the lessons.

### **Assessment Organisation**

Reporting to parents occurs at the end of each school year as part of the Annual Report. This is in the form of an attainment grade (GDS, EXS, WTS), as well as a number (1-5) which comments on the effort of the child. Through class discussions, lessons and parents' evenings teachers will communicate achievements and the progress made by children.

As per our live marking policy, children will reflect on their learning every lesson through the use of 'Quick Quizzes'. Children will also have the opportunity to add their learning into their knowledge organiser, including any key vocabulary.

The planning identifies the key skills to succeed for each lesson. At the end of each lesson, children will update their Skills Progression map for that particular skill using a RAG rate system. The codes of the skills will also be identified by the children in their books as a reminder of the skill focus for that lesson.

Throughout the unit, teachers complete 'live marking reflection' sheets, to identify misconceptions, document conference groups and identify areas of planning improvement. In addition to this, the final lesson of a topic will be an assessment where teachers have the opportunity to identify and address



any final misconceptions.

### Monitoring and Evaluation

It is the responsibility of the History Subject Leader to monitor the work being carried out in each year group (as stated in the Assessment Policy)

This will occur by:

- a) reviewing planning in each year group
- b) sampling books on a regular basis
- c) carrying out pupil conferencing and talking to the children about their work
- d) carrying out learning walks to see how History is taught
- e) liaising with year group planners to discuss any issues or changes
- f) conducting teacher surveys to identify training needs

Each programme of study is evaluated, standards achieved are reviewed and the programme modified if necessary.

### Teaching and Learning

The principles for Teaching and Learning are laid out in the Ravenscote Teaching and Learning Policy Document.

The following points are more specifically linked to the teaching of History.

### Planning

History units all follow a similar structure; this supports the sequencing of learning and encourage children to make links between lessons and units, as they become familiar with a consistent format. History units are comprised of the following element:

<b>Chronology</b>	Each unit begins with the chronology of the time being studied and how this links to past and future learning. Where possible, timelines will be used and the 'Ravenscote timeline' referred to.
<b>Thread</b>	Each unit will link to a 'Ravenscote Thread' of either people, progress or power. This allows pupils to make links to previous learning and recap and recall key vocabulary.
<b>The Connected curriculum triangle</b>	Every lesson, teachers refer to the connected curriculum triangle to identify when the skills have been used previously and what previous skills will support in the successful completion of the lesson outcomes.
<b>Skills</b>	All skills being utilised and practised during lessons will be identified and discussed at the beginning of each lesson. Where possible real-life examples of when you require this skill or have used it before will be acknowledged. At the end of the lesson children RAG rate their ability or understanding of the skill in their skills maps. To remind children of the skill they are developing, they will document them in the margin of their work.
<b>Knowledge organiser (KO)</b>	Children will create a knowledge organiser. Every lesson, children demonstrate their new learning using words, keys facts, pictures, rhymes etc. Each



<b>Knowledge organiser (KO)</b>	Every knowledge organiser will contain a minimum of 2 key words (Identified on the MTP), children will be required to define the word and its origin as well as offer examples of where they have utilised the word in earlier units or real life. In addition, children can add new key words they learn throughout the unit.
<b>Knowledge organiser (KO)</b>	The knowledge organiser will contain a section for children to identify what they already knew at the beginning of the unit.
<b>Knowledge organiser (KO)</b>	All KO's will be stored in a green data folder. This folder will travel with pupils throughout their time at Ravenscote and be referred back to frequently. .
<b>Enquiry questions</b>	Each lesson will have an identified enquiry question. These will be used as headings on the KO. Children will build up evidence during the lesson to answer the enquiry question.
<b>Final lesson</b>	The final lesson will include a review element to bring together all of the children's learning. This lesson will be used as an assessment opportunity to identify misconceptions. Where possible the lesson will contain a quiz to test understanding and retention of knowledge (the knowledge organiser can be utilised to answer these questions)
<b>Vocabulary</b>	Vocabulary is an important part of understanding history and making links between concepts and knowledge. Wherever possible key vocabulary should be explicitly taught. This will include a definition, origin and linked to previous and future topics so children can give informed examples. Vocabulary for each unit and lesson is identified on the MTPs.
<b>Information retrieval</b>	All lessons will begin with a retrieval starter activity to allow children to retrieve knowledge already taught.
<b>Quick Quizzes</b>	All lessons will include a quick quiz to reinforce learning. This will be completed in purple pen and marked using a tick or C. The quick quiz will assess knowledge taught within the lesson.
<b>Local History</b>	To ensure learning is memorable and relevant wherever possible learning will link to local history.





### Teaching

History is taught in mixed ability classes. Work is carried out as a class, in small groups or individually.

At Ravenscote we believe that the teaching of History will be effective if:

- (a) There is a balance between direct teaching and research by pupils.
- (b) Pupils are helped to become more aware of the past and their own place in relation to it.
- (c) Work has a definite historical focus and attention is given to developing pupils' knowledge of the programmes of study.
- (d) There is a definite objective in a lesson or group of lessons.
- (e) The classroom is organised to meet the needs of the task in hand
- (f) Work is planned to meet the needs of all pupils
- (g) Lessons are supported by the use of appropriate resources
- (h) Children have the opportunity to co-operate with others

### Learning

Throughout their four years, pupils are encouraged to study, research and communicate knowledge effectively.

At Ravenscote we believe that the learning of History will be effective if:

- (a) Pupils have a good understanding of historical content.
- (b) Pupils have a clear understanding of chronology.
- (c) Pupils can seek information for themselves from a variety of sources and make valid deductions about the past.
- (d) There is a balance between instruction and pupils' own research.
- (e) Tasks are differentiated.
- (f) Concepts and skills are developed in each year group and reinforced throughout their time in the school.
- (g) Pupils can communicate their knowledge clearly and in a variety of ways to include:



- factual and narrative writing
- pictorial illustrations
- drama and role play
- discussion / debate
- ICT
- quizzes

Learning in history is defined as children 'knowing more, doing more and remembering more'.

### **Progression**

Long term planning over the Key Stage allows for the revisiting of key skills and concepts in order to reinforce and develop pupils' understanding.

Work undertaken makes increasing intellectual demands on pupils. Skills that children learn are developed and built upon each year and become more demanding, concepts less concrete and content more complex.

At Ravenscote we aim to teach the following skills throughout the four years:

- a) The ability to use a variety of historical evidence appropriate to the study unit including:
  - written source material, both primary and secondary,
  - non-verbal source material, photographs, artefacts, museum exhibits, video, television, slides, pictures,
  - environmental features, buildings, landscapes, place names.
- b) The ability to co-operate and collaborate with others.
- c) The ability to record and communicate effectively through a variety of media, oral discussions, drawing, writing, diagrams, drama, narrative.
- d) The ability to locate and use resources. Reference and information finding skills are an essential part of independent learning.

### **Adaptation**

Adaptation in History follows the basic principles outlined in the School's Teaching and Learning policy. History is taught in an atmosphere of encouragement and with respect for the achievements of pupils. There is sensitivity to individual needs in a learning environment in which children can thrive.

Adaptations may be by:

- Task
- Outcome
- Questioning - the nature of the open-ended questions the children will be expected to address.
- Adult support

### **Inclusion**

History teaching follows the guidance outlined in the Ravenscote Special Educational Needs Policy and the Teaching and Learning Policy.

Pupils who may experience difficulties: -



- a) Receive support to access texts
- b) Are given help in tasks which require extended writing to communicate their detailed ideas through alternative communication methods, for example, use of ICT or speech. This will ensure pupils demonstrate their understanding and maintain concentration and motivation
- b) Use non-visual and visual means to access sources of information when undertaking historical enquiry.

It is the responsibility of the class teacher to provide work at a suitable level and to give extra input by way of oral and written guidance. Teachers expect outcomes to differ according to ability.

Higher achieving pupils are encouraged to extend their knowledge and skills. These include interpreting the reasons for and the results of past events, selecting, combining and evaluating information from a variety of sources and organising this information to produce structured work making use of dates and historical terms.

History lessons are appropriate for all children as the teacher will adapt as necessary for those children with additional needs. Liaison with the Inclusion Assistant Headteacher may sometimes be necessary. Teachers will include all children in history lessons by ensuring the skills are the same for all learners but the journey to the same end point may be different.

The use of the 5 a day principles (explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping and using technology) are apparent in lessons to enable pupils to develop knowledge and build on knowledge from previous years. For example, inclusion pupils are given topical word banks to refer to for historical vocabulary and learning is scaffolded through adaptations in resources. All children will benefit from aspects of the lesson, such as discussion and other children communicating and sharing ideas.

All pupils are given equal access to the History Programme of Study, with no distinction being made on the basis of gender or ethnic origin.

### **Computing and History**

At Ravenscote ICT is important in the teaching of History. It is an exciting tool which can extend and develop the historical skills of all pupils. During History lessons children are encouraged to use the computing suite or laptops for research and for carrying out tasks set. Each class has an interactive whiteboard which is used to provide easily accessible sources of information via the internet or History programs.

### **Resources**

First-hand experiences are deemed to be an important part of History at Ravenscote. Where appropriate pupils visit places of historical interest, listen to visiting speakers and take part in theatre visits and workshops. Artefact boxes for many topics are purchased or hired from a local museum to stimulate discussion and curiosity. These experiences stimulate and motivate pupils and bring History alive. They often become a starting point for a programme of study or alternatively they act as reinforcement of knowledge and skills already learnt.



### **Educational visits**

Outside visits, speakers and activities organised by staff are liable to change due to availability. At the present time the following are in place:

**Year 3** Ancient Egyptian workshop  
Ancient Egyptian day

**Year 4** Residential visit to Hooke Court  
Roman Day  
Roman workshop

**Year 5** Maya workshop  
Tudor day

**Year 6** Viking workshop  
Evacuation Day

