



## Southfields Primary- History Policy

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**Date:** July 2020

**Last reviewed on:** Summer 2020

**Next review due by:** Summer 2022

### **STATUTORY REQUIREMENTS**

#### In the Early Years Foundation Stage

During the Foundation stage the children are given the opportunity to find out about past and present events in their own lives, and those of their families and other people they know. In the Foundation stage history makes a significant contribution to developing a child's 'knowledge and understanding of the world' through activities such as looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives. Children look at the celebrations of key events they will study in greater depth later in their education.

#### In Key Stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
- significant historical events, people and places in their own locality.

#### In Key Stage 2

Pupils should 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 should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should 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 and that different versions of past events may exist, giving some reasons for this.

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.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

## **INTRODUCTORY STATEMENT OF INTENT**

History teaching at Southfields equips children from the very start of their educational experience to explore chronology and use the vocabulary needed to interpret the past. Children are supported to frame their historical understanding as part of enquiries which combine the use of a wide range of skills whilst addressing key subject knowledge.

Our history is just that, ours, and is centred on our locality, our community and our children's historical needs that will support them to find their identity in the world based on their cultural, local, national and global history. The curriculum is designed to fill our children with a curiosity for learning about the past.

Experiences are central to creating a love of learning in History; these experiences range from in the classroom to out at engaging educational visits in our unique locality or further afield. It is an ambitious balance of meeting the National Curriculum aims; addressing British history and global history; our unique, local history as Coventry

'City of peace and reconciliation' and our strong historical influence on transport; and history that reflects the diversity in our school population.

## **RATIONALE**

The curriculum has been designed with the hope to ensure the children have an experience of history that meets their needs as British and global citizens. It takes into account statutory aims as well as wider learning that reflect the identity of our community and city. It is our hope that children leave Southfields having thought critically about their learning and have the beginnings of an understanding of the past that will help to shape their future.

## **AIMS**

- ✓ To develop an interest in the past and an appreciation of human achievements and aspirations
- ✓ To learn about the major issues and events in the history of our own country and of the world and how these events may have influenced one another
- ✓ To help pupils develop a sense of identity through learning about their family, the development of their community, Britain, Europe and the world
- ✓ To develop a range of skills necessary for historical enquiry and interpretation
- ✓ To enrich other areas of the curriculum
- ✓ An understanding of life in the present by exploring the past
- ✓ A curiosity and inquisitiveness about life in the past
- ✓ A knowledge of significant events in British history and an appreciation of how societies and people have changed over time
- ✓ A sense of chronology
- ✓ An understanding of society and their place within it, so that they develop a sense of their cultural heritage
- ✓ An understanding of historical concepts such as cause/consequence, continuity and change
- ✓ An understanding of how evidence is used to make historical claims
- ✓ Perspective between local and international history encompassing all areas of history such as political and religious

## **IMPLEMENTATION**

The curriculum offered covers the breadth of study required by the National Curriculum and gives children additional opportunities to explore the history most directly related to our locality and the diverse population of our city. We make good use of our local history and weave it into our curriculum culminating in Year 6 with the topics requiring the most mature understanding and critical thinking. Consideration has been given as to how we can include history that is reflective of the diversity in our school throughout each key stage as well as during themed events.

Topics are framed as big questions which teacher and children seek to answer through smaller building block questions that sequence the children's learning into a

clear narrative. The aim is to develop this further to be a more enquiry-based subject. The key skills are shared between phases and repeated. Whole school themed learning months and weeks promote the importance of History and give the children opportunities to develop as independent thinkers.

In lessons, there is an emphasis on using artefacts and evidence to think as historians. Children are exposed to a wide variety of sources, such as photographs, paintings, texts and stories. Experiences are utilised in every year group to make tangible memories associated with their learning; they are used as ways of empathising and wow opportunities to ignite curiosity. We recognise the importance of using stories to engage children with the narratives of the past and to support them in the basic skill of sequencing to then be used as a springboard to developing chronology. We encourage questioning of sources and whether what happened in the past fits with our current moral and ethical understanding of justice and equality.

Cross curricular links are planned for in history and English with each year group using at least one of their topics, but often more, for writing opportunities that allow children to showcase their history subject knowledge and develop their ability to put their learning of the past into varying perspectives. Similarly, history topics are usually a prominent source of reading material and an opportunity to secure an understanding of a wider range of vocabulary. History is also used as a means of developing speaking and listening skills through the use of drama and discussion. Planned links are made between crucial geographical map work and links with other subjects such as music, PE, art and design technology are planned where they meaningfully contribute to the teaching of the linked subjects.

Through history, children continually develop their SMSC (Spiritual, Moral, Social and Cultural) skills. History and Southfield's GARK values (good learner, accepting, respectful, kind) which underpin our SMSC teaching, are inextricably connected. Children are given opportunities to develop as independent thinkers who are critical of the past they learn about, often confronting moral questions about the right or wrong actions of people in the past. The curriculum offered allows children to understand a variety of cultures and how they have shaped our heritage and that of others. A significant part of historical learning involves guiding the children to empathise with the decisions made in the past and to reflect on the consequences of these actions. In this way we hope to develop their reasoning capabilities as they grapple with the context in which decisions were made, even if they differ to our current accepted moral and ethical standards.

## **IMPACT**

Assessment takes place throughout the course of a lesson or topic. It may take the form of interactive quizzes or questioning. The focus for history assessment is not in solely retaining facts but in developing an understanding of chronology, cause and effect and making connections between events, people and time periods. Teachers assess how well children can answer the topic question and its ancillary building block questions as well.

Topics are not assessed individually to avoid solely focusing on the retention of facts and is instead assessed against our milestones which apply to phases and multiple

topics on a yearly basis. For each year pupils are assessed as having met the expected milestones, exceeding them or emerging in the expectations of that phase.

The curriculum is reviewed by all staff, not just the subject leader and is reflective of topical events and the changing needs of the children.

### **Special Educational Needs Disability (SEND) / EAL/Pupil Premium / Higher Attainers**

Any child with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their individual needs. Our school aims to provide for all children with a curriculum that allows for appropriate differentiation. This may be by outcome, task, resources, support, interest or ability groupings as appropriate. Opportunities are planned for children with SEND to work on their Individual Educational Plan targets. These targets are reviewed each term by the class teacher, SENCo and outside agencies such as Educational Psychologist, Social Emotional Mental Health & Learning, Complex Communication Team or Speech and Language Therapy Service.

Children who have English as a second language are given extra support, as necessary, with an EAL intervention, in class from teachers or interpreters if possible, to enable them to gain the knowledge, understanding and skills set out in the English Curriculum. Children who are 'Newly Arrived to the UK' are baselined on entry to the school to assess their level of understanding in English. Individual Language plans are drawn up and interventions immediately put into place for those that require it. Intensive support is provided to ensure these children acquire the basic language and communication skills they need in order to participate fully in all aspects of school life.

### **STAKEHOLDER INVOLVEMENT**

Southfields values the engagement of all stakeholders such as pupils, parents, staff and governors. We have strong links with parents, informing them of and including them in their children's progress and explaining the school's approach to the teaching of English through termly parent meetings and annual written reports. Parent correspondence is also encouraged through the Reading Record and homework tasks. Parents are invited into school for events linked to English such as book fairs and assemblies. Questionnaires for stakeholders are conducted and reported through the English subject leader reports. All stakeholders are actively encouraged to engage with school life and one way of doing this is by viewing our school website for information and advice.

### **ROLE OF THE HISTORY SUBJECT LEADER**

The history subject leader is responsible for:

- Maintaining a culture of high expectations for children and staff across the subject
- Ensuring progression and continuity across the key stage through the development of the long term plan.

- Supporting colleagues in the implementation of the medium term planning and providing support within each unit of work.
- Monitoring progress and standards within the subject.
- Keeping up to date with developments in history and disseminating information to the rest of the teaching staff.

**CONCLUSION:**

This policy should be read in conjunction with the following school policies:

Teaching and Learning

Assessment and Record Keeping

Marking and Feedback

Health and Safety

SEND

EYFS

Gender Equality

Racial Equality

E-Safety