



History Policy

Autumn 2024



Our vision statement

At Southglade Primary and Nursery school, we want all our pupils to have a deep historical understanding and to foster a sense of curiosity around events and people that have shaped our past. Our history curriculum is designed to build schema that link chronological, political and social episodes throughout time so that they can begin to think critically and reflectively, weigh up the value of evidence from different sources and develop an understanding of how to interpret the impact of historical periods in context. Wherever possible, cross-curricular links are made through overarching themes to embed deeper long-term learning and motivate pupils.

Introduction

At Southglade Primary and Nursery School, we are committed to providing all children with learning opportunities to engage in history. This policy sets out a framework within which teaching and non-teaching staff can work, and give guidance on planning, teaching and assessment.

As a school we teach content prescribed in the National Curriculum, where possible, in chronological order to enable children to develop an understanding of the historical chronology of the British Isles. Whilst learning this chronology, we teach children specific skills that may be required of a historian and how to apply them.

Substantive Knowledge

In order to be an effective historian, it is important to know key historic events, when these happened and be able to put these in a chronological order. At Southglade we aim to reflect on how key historical events have influenced social, political, cultural and economic relationships and how these have shaped the world we live in now. We aim for children to leave our school with a solid foundation of knowledge of first order, substantive concepts (such as civilisation, empire, monarchy, power, trade migration and religion) in the context of the statutory guidance in the National Curriculum.

Disciplinary skills and knowledge

A key characteristic of a historian is the ability to weigh up evidence to reach a conclusion. At Southglade we aim to develop critical thinkers who are able to research, weigh up evidence, generate arguments and argue their point of view. By doing this we aim to develop conscientious thinkers who are well equipped for adult life. We do this by planning opportunities to explore disciplinary knowledge such as cause and consequence; change and continuity; similarity and difference; historical significance; sources and evidence; historical interpretation.

Application

Whilst we recognise the importance of teaching historical skills and knowledge, we understand the value of children being able to apply these in order to become a successful historian. Through the application stage of teaching history, pupils are encouraged to show independence through a child-led project. Children should demonstrate their historical knowledge and showcase the skills of a historian in order to show a secure understanding of different events throughout history.

Aims

- To instil curiosity in all pupils
- To develop within our pupil an interest in the past and an appreciation of human achievements
- To provide our children with a deep understanding of important historical events and a knowledge of the chronology within which the children can organise their understanding.
- To support our pupils in understanding the different issues from the past and how this has affected the present.
- To enable our pupils to understand the nature of evidence by helping them to develop the range of skills required to interpret primary and secondary materials.
- To help our pupils distinguish between historical facts and the interpretation of those facts
- To support our pupils to independently demonstrate their knowledge and skills through a project.

The History Curriculum

Early Years

In Early Years, history is taught through daily conversations, adult-led activities and child-led activities. The children are encouraged to talk about and discover about past events in their lives and the lives of those in their family. In the Foundation Stage, history makes a significant contribution to developing a child's understanding of the world through activities such as showing and discussing key pictures, people or events in theirs or their family's lives.

Key Stage One

The National Curriculum Programme of Study at Key Stage 1 focuses on developing children's 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. Children 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. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at Key Stage 2.

Pupils will be taught about:

- Changes within living memory (Changes occurring during the reign of Queen Elizabeth II – Y1)
- Events beyond living memory that are significant nationally or globally (Great Fire of London – Y2)
- The lives of significant individuals in the past who have contributed to national and international achievements (Queen Elizabeth I and Queen Victoria - Y2)
- Significant historical events, people and places in their own locality
- Pupils are taught how to use books, videos, photographs and artefacts to find out about the past. They begin to put events into chronological order on a timeline and begin to question what has happened, why it has happened and what the people were doing at that time.

Key stage 2

The National Curriculum Programme of Study at Key Stage 2 should continue to allow children 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. Children 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. In planning to ensure progression, 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 will be taught about:

- Changes in Britain from the Stone Age to the Iron Age (Year 3)
- The Roman Empire and its impact on Britain (Year 3)
- Britain's settlement by Anglo-Saxons and Scots (Year 4)
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (Year 5)
- Ancient Egypt (Year 4)
- Ancient Greece (Year 5)
- WWII (A significant turning point in British history) (Year 6)
- A study of the Benin civilization c.900AD-1300AD (Year 6)

Teaching and Learning

At Southglade Primary and Nursery School, we believe in an education for all. The history curriculum is taught through a range of teaching and learning styles to enable all pupils to become engaged and inspired historians.

We believe our pupils learn best when:

- They have access to, and are able to handle artefacts
- They go on visits to museums and places of interest
- They have access to secondary sources such as books and photographs

- Visitors talk about personal experiences of the past
- They listen to and interact with stories from the past
- They undertake fieldwork by interviewing family, friends and teachers about changes in their own and other people's lives
- They are shown, or use independently, resources from the internet
- They are provided with opportunities to work independently or collaboratively, to ask as well as answer historical questions.
- They are able to choose how to demonstrate their knowledge through a project either independently or within a small group.
- Parents are invited to join in with their learning and attend projects.

Pupils are taught within the whole class, regardless of ability or SEND. Teachers use the skills ladders to plan appropriate activities for children on alternative curriculums and by matching the challenge of the task to the ability of the child.

History planning

History is taught through curriculum drivers. Teachers plan using the curriculum driver planning to plan lessons through the structure of knowledge, skills and application. Staff are expected to plan their curriculum driver in advance to ensure pupils build on knowledge and skills and produce a project, one of which should be showcased to parents.

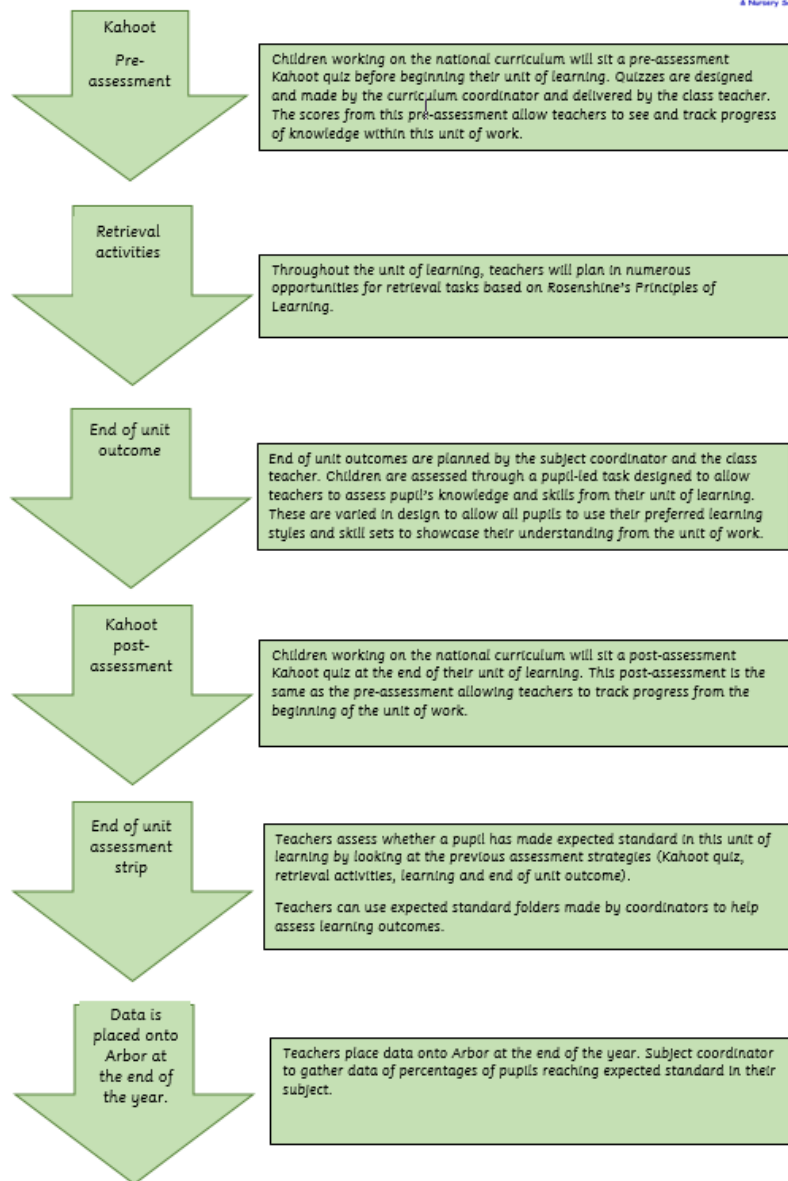
Progression

A history progression document is used from Year 1 - Year 6. Teachers use this to ensure activities build on pupil's prior learning. Skills ladders ensure that pupil's skills are constantly challenged as they move up through school.

Assessment and feedback



Assessment of the foundation subjects at Southglade



Monitoring

Monitoring is the responsibility of the History Lead. Monitoring of history includes: learning walks, book looks, environment looks, teacher planning, pupil voice and staff voice. Pre and post quiz scores are used to monitor pupils' ability to retain key knowledge and skills taught within the curriculum driver as well as progression across year groups and school.