

History Policy

Southwold Primary and Nursery School

History statement of Intent

At Southwold Primary and Nursery School we deliver the history curriculum with clear progression shown throughout the whole school. We ensure that history is central to our big question curriculum inspiring pupils' curiosity to know more about the past. The delivery of history across the phases will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. We aim for it to inspire pupils' curiosity about the past and to know more about the past. We enable children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Through the teaching of History, we endeavour to teach children to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

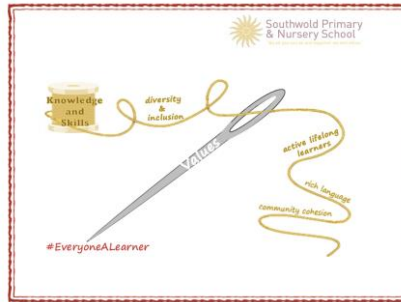
We deliver a curriculum which enables children to understand that history is about real people who lived, and real events which happened in the past. Children discover that history is concerned with sequence, time and chronology and is the study of evidence about the past; it gives us a sense of identity, set within our social, political, cultural and economic relationships. History fires the children's curiosity about the past in Britain and the wider world and plays an essential part in preparing us for living and working in the contemporary world. We encourage children to consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions.

Our Golden Threads; values, knowledge and skills, inclusion and diversity, active lifelong learners, rich vocabulary, and community cohesion, are instrumental in everything we do at Southwold and are embedded across our History curriculum.

Intended Outcomes

At Southwold Primary and Nursery School we aim to:

- Instil in the children a curiosity and understanding of events, places and people in a variety of times and environments.
- Develop an interest in the past and an appreciation of human achievements and aspirations
- Understand the values of our society
- 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
- Develop a knowledge of chronology within which the children can organise their understanding of the past
- Understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours
- Understand the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials
- Distinguish between historical facts and the interpretation of those facts



- Understand that events have a multiplicity of causes, and that historical explanation is provisional, debatable and sometimes controversial

Implementation of History

Teaching and Learning Style

At Southwold Primary and Nursery School, we ensure that our History curriculum is planned for and delivered using the six principles of learning providing rich opportunities for challenge, explanation, modelling, practice, questioning and feedback. We have high expectations for all pupils, all the time. We encourage students to be resilient, question, have time to practice a skill and we support them in responding to modelling, feedback and critique so they can improve their work and learning behaviours. We like them to be inspired by the excellent work of others. Challenge is the key driver of everything we do.

History is taught both as a discrete subject and through cross curricular topics based on a 'big question' approach. We plan our topics around six open ended topic questions linking to a range of curriculum areas.

The History curriculum is delivered using the National Curriculum 2014 and the Early Learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum. The children undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through history the children learn a range of skills, concepts, attitudes and methods of working.

We use a variety of teaching methods in order to suit as much as possible, the abilities and interests of our pupils.

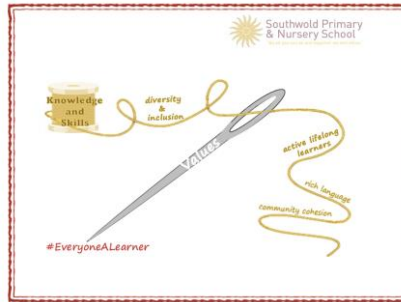
These include:

- Use of story, including story telling
- Discussions and debate
- Questions and answers
- Individual and group investigations
- Television, radio, audio recording, video, film, internet and other computing resources 'Working and growing together'
- Role play and drama
- Fieldwork, including visits to museums and historic sites

Throughout the school, history lessons follow the teaching sequence specifies in the pedagogy on the History skills progression grid.

History Curriculum planning

At Southwold Primary School history is taught through a big question topic approach alongside other foundation subjects. Our curriculum is carefully planned over a two-year cycle to engage and excite all our learners. Our long-term and medium-term plans map out the skills and themes covered each term for each key stage. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term.



Planning is differentiated. It is done in teams for that phase/year group and teams will discuss the ideas and then one person will have the responsibility of typing the planning up on the school agreed format for that week. That same person will make sure each member of the team receives the planning and all the resources need in a suitable time frame reading for the teaching of that unit. Planning is always shared with all the adults who work in the classroom.

Early Years

History is taught in nursery and reception as an integral part of the topic work through child-initiated and adult led activities. 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 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.

Key Stage 1

During Key Stage 1, pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past in Britain and the wider world. They listen and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present.

Key Stage 2

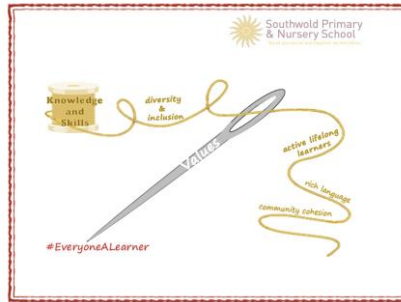
During Key Stage 2 pupils learn about significant people, events and places from both recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

There are children of differing ability in all classes at Southwold Primary and Nursery School. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies. In the majority of lessons, children will begin at different starting points carefully chosen to enable them to progress and attain.

Resources

We have a wide range of textbooks and interactive boards to access the internet as a class. Visits are planned to enhance learning and give hands on activity. People with an interest, or expertise, in a particular topic or area of history could be invited into school to work with the children. These might be parents, grandparents, other family members, neighbours or representatives of the local community.

Contribution of mathematics to teaching in other curriculum areas



The skills that children develop in History are linked to, and applied in, every subject of our curriculum. There are many resources for History and also cross-curricular resources to support the teaching of History.

English

The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work in school. They use the skills of reading, writing, speaking and listening to discuss historical questions and present their findings to the rest of the class.

Mathematics

The children use their mathematic skills during their history sessions. They use numbers when developing a sense of chronology through doing activities such as timelines and interpret information presented in graphical or diagrammatic form.

Computing

The children use their computing skills in data handling, in presenting written work, researching information using the internet as well as use the digital camera to record and use photographic images.

Personal, social and health education (PSHE) and citizenship

History supports PSHE as the children are encouraged to explain their views on several social questions such as how society should respond to poverty and homelessness. They discover how to be active citizens in a democratic society by learning how laws are made and changed. Together, we challenge stereotypes and appreciate that racism is a harmful aspect of society. The children learn how society is made up of people from different cultures plus develop tolerance and respect for others.

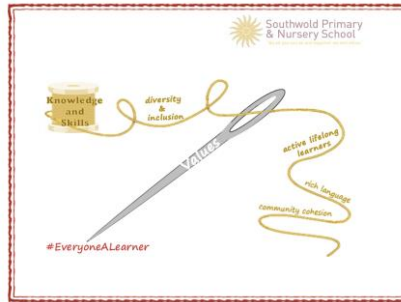
Spiritual, moral, social and cultural development

To support spiritual development, we consider how things would be different if the course of events had been different; for example: what difference would it have made if the Normans had not been successful in 1066? Looking at local history and investigating the reasons why there is a landmark, building or museum. Speculating about how we mark important events from history and the people who shaped them.

To support moral development, we explore the results of moral decisions in the past, considering some of the characteristics of people who have had an influence (positive or negative) on others. What have others done to stop injustice Going beyond the facts and asking students to make hypotheses and pose questions such as 'what if...?' 'What would have turned a tragedy into a triumph?'

To support social development, we trigger discussions about how groups and communities organised themselves in the past. Considering questions about social structure in the past.; e.g., what might pupils say about the rights of children in earlier times? Is it important that society looks after young children? Are there people who still don't get a fair deal? Encouraging students to talk to their parents and grandparents; for example, when learning about World War Two

To support the cultural development, we explore local history and under researched history and history around us, investigate how culture is shaped by history, exploring the 'cultural heritage' plus celebrate significant national events e.g., Remembrance Day. We highlight that



Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

Teaching History to children with special educational needs

At our school we teach History to all children, whatever their ability. History forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our History teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges for all and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Impact

Assessing and Recording

The subject is led by not only the designated subject lead but by the staff as a whole and each year time is set aside to review standards and monitor curriculum provision and ensure training and resources are up to date.

Teachers constantly assess children's work in History. They use assessments to measure progress against the key objectives and to help them plan for the next unit of work.

The Humanities curriculum champion keeps examples of moderated children's work from staff meetings in a file. Any issues that arise from moderation staff meetings are addressed by the Humanities team through either CPD courses or team intervention.

Monitoring and review

Monitoring of the standards of the children's work and of the quality of teaching in History is the responsibility of the History curriculum champion. The work of the curriculum champion also involves supporting colleagues in the teaching of History, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The History curriculum champion creates an impact plan with a clear focus on the curriculum intent, how and when actions will be implemented and impact of these actions. The impact plans are reviewed regularly by the History curriculum champion and the senior leadership team.

Signed: Mrs Thorpe

Date: October 2022

Review date: October 2023