



Southfields Primary School

History Policy

Date agreed: September 2022

Review Date: September 2024

This policy, having been presented to, and agreed upon by the whole staff and Governors, will be distributed to:

- All teaching staff
- School governors

A copy of the policy will also be available in:

- The Staffroom
- The Head's office
- School web site

This will ensure that the policy is readily available to visiting teachers, support staff and parents.

Southfields Primary is totally committed to social justice and improving life chances for potentially vulnerable children. It is dedicated to sharing its work and findings beyond the school to improve outcomes for as many children as it can reach and has a particular specialism in Speech and Language development.

Vision, Aims and Curriculum Intent

Our children are not statistics: they are the future. We will equip them with the skills and knowledge to shape their world and become happy, confident and productive members of society.

**The more that you read,
the more things you will know.
The more that you learn,
the more places you'll go.**
-Dr. Seuss

We are education explorers and will endeavour to:

- Ensure that all children receive a broad, balanced and 'first class' education.
- Create an interesting and stimulating environment, which reflects our values, promotes a sense of community and an individual sense of self-worth.
- Provide a differentiated curriculum which will enable all children, from the most-able to those with special educational needs, to make excellent progress.
- To enable our children to develop life skills, for an ever-changing world by continually evolving the curriculum.
- Promote social, cultural, moral and spiritual development, preparing children to be responsible citizens with British values.
- Encourage partnership with families and foster positive links with the community.
- Provide opportunities for children to develop independent enquiring minds and an enthusiasm for learning.
- Promote an understanding of the responsibility to sustain the local and global environment.
- To diminish the difference between pupil premium and disadvantaged children and their peers.
- To make links between social capital to become valued employees who contribute to the future

We believe the most effective way of achieving these aims is through the promotion of enquiry and curiosity, enthusiasm and challenge, sharing and learning together, the acceptance and embracing of differences, openness, respect and perseverance.

Our school aims to be an inclusive school where all children are welcome, feel happy and look forward to their school day. Every child is unique and we view those differences as opportunities for adults and children alike to learn more from each other.

People without the knowledge of their past history, origin and culture are like a tree without roots.

Marcus Garvey



History is a key subject in the Primary Curriculum and pupils will gain a coherent knowledge and understanding of Britain's past and that of the wider world. History helps pupils 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.

1. Introduction

At Southfields Primary 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 gives guidance on planning, teaching and assessment. It has been developed through a process of consultation with school staff and governors.

History is about real people who lived, and real events which happened in the past. 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. Pupils 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. As they do this, children develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience, and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values. In history, children find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue for their point of view – skills that are prized in adult life.

2. Aims

The aims of history are:

- To instil in the children a curiosity and understanding of events, places and people in a variety of times and environments.
- To develop an interest in the past and an appreciation of human achievements and aspirations
- To understand the values of our society
- 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 develop a knowledge of chronology within which the children can organise their understanding of the past
- To 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
- To 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

- To distinguish between historical facts and the interpretation of those facts
- To understand that events have a multiplicity of causes and that historical explanation is provisional, debatable and sometimes controversial

3. 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. In years 1-6, our school uses the Rising Stars History plans as a framework for breaking down the National Curriculum programmes of study into manageable chunks. All teachers adapt this planning according to the needs of the pupils in their class including those with SEND. Planning is also adapted to consider the local context, particularly in respect of fieldwork opportunities. Pupils learning is enriched through class visits/visitors, fieldwork and workshops inspiring pupils' curiosity and fascination about their world.

3.1 Early Years

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The most relevant statements for history are taken from the following area of learning:

- Understanding the World.

The most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters for Reception to match the programme of study for history include:

Reception	Understanding the world		<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past
ELG	Understanding the world	Past and present	<ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.

3.2 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.

3.3 Key Stage 2

During Key Stage 2 pupils learn about significant people, events and places from both recent and the 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.

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Autumn 2	My family history What was life like when our grandparents were children?	Bonfire night/GFOL Should we still celebrate Bonfire Night/Did the Great Fire make London a better or a worse place?	Stone age What was new about the stone age?	Egyptians The achievements of earliest civilizations	Anglo Saxons Was the Anglo Saxon period really a dark age?	Maya Why should we remember the Maya?
Spring 1	The Greatest explorers Who were the greatest explorers?	Holidays How have holidays changed over time?	Bronze and iron Age What was more impressive – bronze or Iron?	Roman Britain What happened when the Romans came to Britain?	Vikings Would the Vikings do anything for money?	Greeks What did the Greeks do for us?
Summer 1	Great inventions How did the first flight change the world/Why were the Rainhill Trials important?	Our local heroes Who are our local heroes?	Local history Why should we preserve our locality?	Crime and punishment How has crime and punishment changed over time?	Journeys What makes people go on a journey? migration	The impact of war Did WWI or WWII have the biggest impact on our locality?

For academic year 2022-23 only year 4 will complete the year 3 Local History unit due to the change in curriculum for this year as the year group have already covered the Egyptians

4. Teaching and Learning

The school uses a variety of teaching and learning styles in history lessons. Our principal aim is to develop the children’s substantive and disciplinary knowledge, skills and understanding in history and we use a variety of teaching and learning styles in our history lessons. We believe in whole-class teaching methods and combine these with enquiry-based research activities. We believe children 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 and older friends about changes in their own and other people’s lives
- They use drama and dance to act out historical events

- They are shown, or use independently, resources from the internet and videos
- They are able to use non-fiction books for research
- They are provided with opportunities to work independently or collaboratively, to ask as well as answer historical questions.

We recognise the fact that we have children of differing ability in all our classes, and so we 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 which are differentiated by task, expected outcome and/or support from peers or adults.

5. History curriculum planning

History will be planned, taught and assessed in accordance with the Rising Stars History framework whilst having regard for the statutory and non-statutory guidance with the National Curriculum (2014) which outlines the aims and objectives for Key Stage 1 and Key Stage 2. Schools are given the freedom when choosing certain areas, they wish to study.

Subject planning for history at Southfields Primary School has three phases:

- **Whole school:** this ensures continuity and progression within the subject and ensures that there is no unnecessary duplication or omission.
- **Year Group:** this ensures that classes within the same year group cover the same areas aiming for the same objectives.
- **Class:** this allows the teacher to interpret the learning objective in their own way and deliver the lesson in an interesting way for their class, taking into account abilities and needs within the class.

In order to ensure progression, the learning activities are sequences within the Rising Stars History scheme of work. This is achieved through direct teaching to the class or small groups, by providing direct experiences in practical tasks through using a wide range of equipment and resources within school and experiences on residential trips or day excursions. Elements of history as a subject which are developed each year are; investigating, developing sympathy and empathy for and with people from other eras, questioning, collecting and comparing evidence and reflecting on how the past can assist us in the future. Progressively challenging but realistic learning experiences reflecting children's cognitive, social and emotional development ensure that they build upon the historical knowledge, skills and understanding further each year.

The history subject leader monitors the class groups, year groups and the whole school thereby further ensuring continuity and progression within the subject.

6. Assessment and Monitoring

At Southfields Primary School assessment is an integral part of the teaching process. Assessment is used to inform planning and to ensure the inclusion of all. The monitoring

of the standards of pupils' work and of the quality of teaching and learning in history is the responsibility of the history subject leader. The work of the subject leader 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 at Southfields.

History is assessed in a variety of ways:

- Observations of pupils or groups on task
- Discussion with pupils about their tasks
- Work in books
- Pupil's own evaluation of their work
- Assessment quizzes

These assessments:

- Inform future planning
- Provide information about individuals or groups
- Provide summative information
- Provide information for parents

Assessments are carried out throughout both key stages and attainment is recorded on scholar pack. These are the responsibility of the class teacher with support from the assessment and history subject leader.

The effectiveness of the history curriculum will be evaluated in discussions with the head teacher, teaching staff and the history subject leader. Resources, teaching methods, pupils' experience and needs will be identified and priorities for amendments to the policy and in-service support will be established. The annual evaluation of this forms the basis for an action plan, which will inform the school improvement plan.

The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Marking Policy.

7. Resources

Resources are organised into boxes which are currently located in the resource cupboard in Key Stage 2. The boxes include resources such as:

- Pictures
- Photographs
- Stories
- Reference books
- Artefacts
- Games
- Teacher resources books
- Newspapers

- DVDs
- Recorded television programmes and accompanying teacher notes.

Other Resources:

- Websites
- Victorian Classroom
- Tudor House
- Anderson Shelter
- Historical Outfits

We have a wide range of text books 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.

8. Contribution to other areas of the curriculum

History teaching can be used to enrich and be enriched by other areas of the curriculum such as:

Mathematics: Looking at past number systems, chronological dates.

English: Previous languages, communicating historical learning and understanding through reading, writing and speaking. Experience of historical writing in different genres.

ICT: The internet provides a rich source of information on the periods studied and also allows children to build the understanding and empathy for different periods through games and simulations. ICT also offers the children different ways of presenting their findings from historical research.

P.E: Looking at past exercise regimes and dances (e.g. Egyptian dance)

Geography: Looking at the history of different countries, continents and landscapes. How the world and the people/animals in it have changed, how the local environment has changed, railways throughout the country.

Music: Looking at the development of music throughout the time, instruments played at the time period being studied.

Art: Changes in artistic style and fashions, famous artists throughout History.