



HISTORY POLICY

Date written: September 2024

Date review: September 2026

Contents

History Overview

History Intent

History Implementation

- Lesson Components
- EYFS
- Inclusion

History Impact

- Monitoring and review

Equal Opportunities

OVERVIEW

The history curriculum at Southrop makes full use of resources within the immediate and wider local area enabling children to develop a deep understanding of the rich history of their locality. Topics are informed by the National Curriculum (2014) and are sensitive to children's interests, as well as the context of the local area. The history curriculum at Southrop is carefully planned and structured to ensure that current learning is linked to previous learning and that the school's approaches are informed by current pedagogy.

INTENT

At Southrop, we believe that history gives us an understanding of who we are, and where we came from. We make full use of resources within the immediate and wider local area enabling children to develop a deep understanding of the history of their locality. We aim to inspire children to find out more about the past, in order to understand the present more clearly and also help them feel a sense of where they stand within the world's history. We strive to deliver a history program that is current and linked to previous learning.

Through our history curriculum, we aim to build an awareness of significant events and individuals in global, British and local history and recognise how things have changed over time. History will support children to appreciate the complexity of people's lives, the diversity of societies and the relationships between different groups. Studying history allows children to appreciate the many reasons why people may behave in the way they do, supporting children to develop empathy for others while providing an opportunity to learn from mankind's past mistakes. Our curriculum aims to support pupils in building their understanding of chronology in each year group, making connections over periods of time and developing a chronologically-secure knowledge of history.

We hope to develop pupils' understanding of how historians study the past and construct accounts and the skills to carry out their own historical enquiries.

In order to prepare pupils for their future learning in history, our curriculum aims to introduce them to key substantive concepts including power, invasion, settlement and migration, empire, civilisation, religion, trade, achievements of humankind, society and culture.

Our history curriculum enables pupils to meet the end of Key stage attainment targets in the National curriculum and the aims also align with those set out in the National curriculum. For EYFS, the activities allow pupils to work towards the Understanding the world Development Matters statements and Early Learning Goals, while also covering foundational knowledge that will support them in their further history learning in Key stage 1.

IMPLEMENTATION

History is taught in blocks throughout the year so that children achieve depth in their learning, on a 2 year cycle for KS1 and a 4 year cycle for KS2. Progression documents for each unit clarify the key knowledge, skills and vocabulary that each age group should be using.

Each six-lesson unit has a focus on chronology to allow children to explore the place in time of the period they are studying and make comparisons in other parts of the world. Children will develop their awareness of the past in Key stage 1 and will know where people and events fit chronologically. This will support children in building a 'mental timeline' they can refer to throughout their learning in Key stage 2 and identifying connections, contrasts and trends over time.

In Key stage 1 and 2, units are organised around an enquiry-based question and children are encouraged to follow the enquiry cycle (Question, Investigate, Interpret, Evaluate and conclude, Communicate) when answering historical questions.

Over the course of the curriculum, children develop their understanding of the following key disciplinary concepts:

- Change and continuity.
- Cause and consequence.
- Similarities and differences.
- Historical significance.
- Historical interpretations.
- Sources of evidence.

These concepts will be encountered in different contexts during the study of local, British and world history. Accordingly, children will have varied opportunities to learn how historians use these skills to analyse the past and make judgements. They will confidently develop and use their own historical skill set. As children progress through the history curriculum, they will create their own historical enquiries to study using sources and the skills they have developed.

Substantive concepts such as power, trade, invasion and settlement, are introduced in Key stage 1, clearly identified in Lower key stage 2 and revisited in Upper key stage 2 (see Progression of skills and knowledge) allowing knowledge of these key concepts to grow. These concepts are returned to in different contexts, meaning that pupils begin to develop an understanding of these abstract themes which are crucial to their future learning in History.

The history programme follows the spiral curriculum model where previous skills and knowledge are returned to and built upon. For example, children progress by developing their knowledge and understanding of substantive and disciplinary concepts by experiencing them in a range of historical contexts and periods.

Lesson components

Lessons are designed to be varied, engaging and hands-on, allowing children to experience the different aspects of an historical enquiry. In each lesson, children will participate in activities involving disciplinary and substantive concepts, developing their knowledge and understanding of Britain's role in the past and that of the wider world. Children will develop their knowledge of concepts and chronology as well as their in-depth knowledge of the context being studied.

EYFS

The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in Foundation Stage to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year but the EYFS children also choose to join in with topic lessons in the afternoons.

Inclusion

For children with Special Educational Needs and Educational Health and Care Plans we adapt the lessons considering a range of factors – classroom organisation, teaching materials, teaching style, equipment – in order that the child learn more effectively. Assessment against the National

Curriculum allows us to consider each child's attainment and progress against expected levels. This ensures that our teaching is matched to the child's needs.

We enable all pupils to have access to the full range of activities involved in learning history. Where children are to participate in activities outside the classroom (a trip to a museum, for example), we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

IMPACT

Through the study of history at Southrop, pupils should leave school equipped with a range of skills to enable them to succeed in their secondary education. They will be enquiring learners who ask questions and can make suggestions about where to find the evidence to answer the question. They will be critical and analytical thinkers who are able to make informed and balanced judgements based on their knowledge of the past.

The expected impact of following the Kapow History scheme of work is that children will:

- Know and understand the history of Britain, how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Develop an understanding of the history of the wider world, including ancient civilisations, empires, non-European societies and the achievements of mankind.
- Develop a historically-grounded understanding of substantive concepts - power, invasion, settlement and migration, civilisation, religion, trade, achievements of mankind and society.
- Form historical arguments based on cause and effect, consequence, continuity and change, similarity and differences.
- Have an appreciation for significant individuals, inventions and events that impact our world both in history and from the present day.
- Understand how historians learn about the past and construct accounts.
- Ask historically-valid questions through an enquiry-based approach to learning to create structured accounts.
- Explain how and why interpretations of the past have been constructed using evidence.
- Make connections between historical concepts and timescales.
- Meet the relevant Early Learning Goals at the end of EYFS (Reception) and the end of key stage expectations outlined in the National curriculum for History at the end of Key stage 1 and 2.

In order to monitor pupil progress at the end of each unit, class teachers will use evidence from books as well as any assessment tasks to assess each pupil against the relevant knowledge, skills and vocabulary for their age group. This will allow teachers to identify any gaps in learning and work to rectify these.

Monitoring and review

The coordination and planning of the history curriculum are the responsibility of the subject leader, who also supports colleagues in their teaching, by keeping informed about current developments in history, and by providing a strategic lead and direction for this subject. The subject leader also uses specially allocated regular management time to review evidence of the children's work, and to observe history lessons across the school.

The quality of teaching and learning in history is monitored and evaluated by the headteacher and the subject leader as part of the school's agreed cycle of lesson observations. A named member of the school's governing body is briefed to oversee the teaching of history. The history governor meets regularly with the subject leader to review progress.

EQUALITIES

This policy has been written to take into account the needs of all regardless of age, disability, race, religion, belief and gender. In respect of adults this list also includes gender reassignment, marriage & civil partnership, pregnancy, maternity, paternity and adoption, and sexual orientation.

This policy will be reviewed at least every two years.