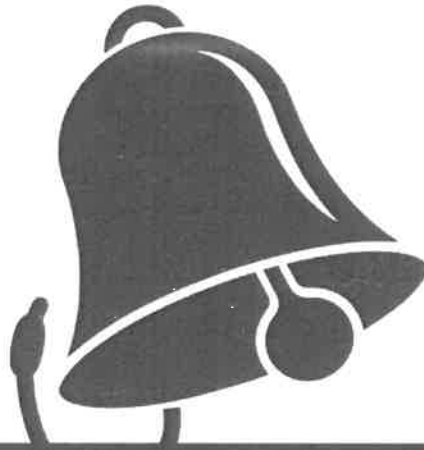


Southam Primary School



SOUTHAM PRIMARY SCHOOL

PART OF STOWE VALLEY MULTI ACADEMY TRUST

History Policy

Chair of Governors signature *N. Hester*

Headteacher's signature *E. Lapan*

Ratified: September 2022

Review: September 2025

Person responsible for overseeing the implementation: Headteacher and Subject Leader



Stowe Valley
MULTI ACADEMY TRUST

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History Policy

Rationale

At Southam Primary School we aim to stimulate children's interest and understanding about the life of people who lived in the past and ways in which it differs from the present. We believe that learning about the past helps children to make sense of the world in which they live and to develop analytical thinking.

At Southam Primary School we believe that the study of history makes a valuable contribution to their understanding of all aspects of life giving a sense of identity and heritage.

Aims of the History Curriculum

- *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 knowledge of chronology within which the children can organise their understanding of the past.*
- *To enable children to know about significant events in British history and to appreciate how things have changed over time.*
- *Children develop a range of skills and abilities - particularly those related to finding out about the past, explaining what happened and what people then and now think about what happened.*

Implementation of Policy

Teaching of History

At Southam Primary School the teaching and learning of history focuses on enabling children to think as historians.

We have used the best research to create a well sequenced and progressive curriculum map containing the key concepts children need to be procedurally fluent in, to work and think like historians.

The key concepts in history we plan a progression for are as follows:

- *Historical interpretation*
- *Knowledge and understanding of events, people and changes in the past*
- *Chronological understanding*

- *Historical understanding*

At Southam Primary School we enable children to find out about the past from a range of sources – using primary and secondary sources, handling artefacts, making use of local area and visits to museums and sites of historical significance. We develop children's understanding and skills in looking at and interpreting evidence including recognising that the past can be represented in different ways. Children develop skills of research and note taking and present findings in a variety of ways such as in written, oral or pictorial form and they use ICT to further enhance presentations as appropriate.

At Southam Primary School we teach children to identify why people did things, the main characteristics of different societies at different times including links between times studied.

Teachers are responsible for including all or part of the four key elements of history into their topics but this is monitored and overseen by the subject leader.

Teaching Styles

History is taught through a cross-curricular thematic approach, and we link history to as many subjects as well as ensuring no tenuous link is made. There are significant links to the English curriculum, actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in the literacy lessons are historical in nature. Children develop oracy through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters and through using writing frames.

Children also apply mathematics learning in history by learning to use numbers when developing a sense of chronology through doing activities such as timelines.

Children use ICT in history to enhance their skills in data handling and in presenting written work, and they research information using the Internet.

Other subjects are embraced in history such as teaching historical changes in music,

learning how laws are made and changed, and they learn how society is made up of people from different cultures and start to develop tolerance and respect for others with an appreciation of how times and viewpoints have changes.

The history programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

Early Years Foundation Stage

In Reception, history makes a significant contribution to the development of each child's understanding of the world. We provide activities such as examining photos of themselves at birth and looking for change over time, using stories that introduce a sense of time and people from the

past, comparing artefacts from different times e.g. teddies, and making the most of opportunities to value children's histories from their own and other cultures.

Key Stage 1

During key stage 1 children learn about people's lives and lifestyles in recent times and the more distant past. 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. They use the primary resources available to help them understand a life very different from their own. They begin to recognise why certain people were significant in history.

Key Stage 2

During key stage 2, children learn more 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 and 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.

History Subject Leaders Role

The role of the history subject leader is to ensure continuity and progression in the teaching and learning of history. This role includes:

- Creating a progressive history curriculum map, monitor its implementation and assess the impact in terms of progress children make.
- Creating a progression of history skills and ensure that all skills are covered across the academic year and across the primary phase.
- Collect evidence of good progress in a portfolio and share examples of good practice in teaching across the school.
- Monitoring and evaluating the implementation of the history curriculum through learning walks, pupil interviews, book trawls, data analysis on a termly basis.
- Provide stimulus and inspiration by sharing any new resources with colleagues. Teachers are encouraged to make use of the resources outside the school through visits to historical sites and museums
- Ensuring that the policy documents remain useful and current.

Assessment and Recording

Teachers assess against each unit of history on a termly skills grid to indicate level of coverage and understanding. They assess termly on OTrack using criteria for meeting the required year group, which is indicated for key skills identified by the Subject Leader

Inclusion

At Southam Primary School all children have access to history lessons and activities regardless of age, sex or ability. Teaching approaches provide equality of opportunity by making sure the work is suitable for both boys and girls, considering religious and cultural beliefs and enabling those with disabilities to have full participation.

