



# HISTORY POLICY

## September 2021



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Reviewed and approved by: Exec team

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### Linked Policies

This policy is the umbrella policy for Somerville Primary School's curriculum. Each individual subject area has its own policy document or subject statement to add extra detail and clarification. It should be read in conjunction with the Curriculum, Teaching and Learning, Assessment, SEND, Marking and Feedback and Homework documents.

## History INTENT AT SOMERVILLE

At Somerville Primary School we are dedicated to providing all children with a range of opportunities to engage and learn about the people and events that have shaped the world we live in today. Our curriculum is designed and put together by our teachers, to allow pupils to learn and develop both educationally and personally.

- The aim of history teaching at Somerville Primary School is to stimulate the children's interest, curiosity and understanding about the past.
- Through the curriculum pupils will gain a knowledge and understanding the values of our society, of Britain's past and that of the wider world.
- We teach children a sense of chronology and through this develop a sense of identity and an awareness of the challenges of their time. To develop a sense of chronology and understand how they fit into the framework of the past
- Teaching should equip children to ask questions, think critically, weigh evidence and develop perspective and judgement. History teaching should help pupils to understand the complexity of pupil's lives, the process of change, the diversity of societies and the relationship between different groups.
- Children will be working as Historians.

### *The Somerville History Curriculum is designed to:-*

- Ensure our pupils access a broad and balanced curriculum that takes into account of abilities, skills and physical, emotional and intellectual development. Through history lessons the children learn a range of skills, historical concepts, use sources to find evidence and create their own hypothesis, they are able to use subject specific vocabulary and have a good understanding of chronology.
- To develop an interest in the past and an appreciation of human achievements and aspirations.
- To instil in the children a curiosity and understanding of events, places and people in a variety of times and environments.
- 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 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 may have more than one cause and that historical explanation is provisional, debatable and sometimes controversial
- We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.
- To help children understand society and their place within it, so that they develop a sense of their cultural heritage.
- To develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.

## CURRICULUM IMPLEMENTATION AT SOMERVILLE

### Approach to Teaching and Learning and Pedagogy

#### Early Years

Early years explore historical themes and content through the Understanding of the World strand of the EYFS curriculum. This is carried out 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. They also look at the history of their local area. This is taught 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, children begin to develop an awareness of the past, using common words and phrases relating to the passing of time. They start to 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. 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. In year 2 the children look at Mary Seacole and why she wasn't as famous as Florence Nightingale due to the colour of her skin.

#### Key Stage 2

During Key Stage 2 pupils learn about significant people, events and places from other countries as well as studying British History and how our local area has changed over time. They use different sources of information to help them investigate the past, 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. Children begin to answer and ask historical questions, they evaluate a range of sources and learn about the reliability of sources. Children can explain the similarities and differences between time periods. Children also look at how people's lives and society has changed due to events and changes through time.

The school uses a variety of teaching and learning styles in history lessons. Our aim is to develop the children's knowledge, skills and understanding of history. We use a variety of teaching and learning styles in our history lessons. In order to be successful in history we aim to:

- Give children access to artefacts and allow them to handle them
- Children go on visits to museums and places of interest linked to the theme
- Use secondary sources such as books and photographs within lessons
- Have a range of visitors into school to talk about personal experiences of the past or are knowledgeable in a certain subject.
- Encourage children to carry out their own research 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
- Have access to a wide variety of resources such as the internet, videos, books, maps and photographs.
- Encourage children 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.

### Enrichment Experiences

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.

### Reading and Vocabulary

We have a wide range of text books and resources for the children to use during lessons. These have been chosen specifically due to their quality. Children will be exposed to a wide variety of sources and books. Children are encouraged to read books about the topics they are studying in order to conduct their own research and widen their understanding.

### Special Educational Needs and History

We recognise the fact that we have children of different abilities in 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, outcome or support from peers or adult and the scaffolding of learning resources.

## CURRICULUM IMPACT AT SOMERVILLE

At Somerville Primary School assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. 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.

Monitoring takes place regularly through sampling children's work, and teacher planning, through a book scrutiny and lesson observations.

Children will have an excellent understanding of how and why the world has changed. They will be able to think critically and raise ethical questions. They will have a developed sense of chronology.

## EQUALITY IN HISTORY

Somerville Primary School is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities. The Governing Body recognises that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age or sexual orientation. Full consideration has been given to this during the formulation of this policy as it is the governors' aim that no-one at Somerville Primary School should suffer discrimination, either directly or indirectly, or harassment on any of these grounds.

## SMSC

When writing this policy and planning for lessons we have planned in opportunities that allow discussion and learning around pupils social, moral, spiritual and cultural

development. Teachers will raise questions in a range of topics and children will also be encouraged to raise their own questions. Children will have a good understanding of how the world and their local area has changed over time. They will have discussed, debated and raised their own questions in regards to SMSC aspects of history.