

Sutton Veny CofE Primary School

History Policy

Vision

At Sutton Veny CE Primary School, it is our vision that History will be an inspiring, rigorous, creative and practical subject, that supports children to develop our key learning behaviours and skills for life.

Rationale

“The more you know about the past, the better prepared you are for the future.”

Theodore Roosevelt

At Sutton Veny, we are committed to providing all children with learning opportunities to engage in History. 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 them 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, which builds empathy and a sense of equality and social justice; the study of history thus impacts directly on each child’s spiritual, moral, social and cultural development and provides invaluable opportunities for cultural capital. What each child learns can influence their decisions, personal choices, attitudes and values. In History, children find evidence, weight 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.

Statutory Requirements

The National Curriculum 2014 for History aims to ensure that all pupils:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world;
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind;
- Gain and deploy a historically-grounded understanding of abstract terms, such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’;
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses;
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed;
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, political, religious and social history; and between short- and long-term timescales.

Our Aims

The aims of history at Sutton Veny 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 compared to ours;
- To develop the use of historical vocabulary;
- 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.
- To preserve and continue our proud and longstanding ANZAC link by teaching children across the school about the soldiers and nurses, who were buried in the churchyard next to the playground, in the context of World War One, and to allow them to commemorate these individuals.

We aim to link these aims to our school's Christian values of *courage, creativity, peace, trust, forgiveness, justice, thankfulness, compassion, friendship, hope, truthfulness* and *humility* wherever possible.

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.

Early Years

History is taught in Reception as an integral part of topic work through child-initiated and adult led activities. The children are given the opportunity to find out about the 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 old objects, or by discussing the meaning of 'new' and 'old' in relation to their own lives.

Key Stage 1

During Key Stage 1, children 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 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.

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 knowledge, skills and understanding in history. 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 their 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 (including themed days, such as the Year 3 and 4 joint Victorian Day);
- They are shown, or use independently; resources from the internet or 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 to answer historical questions.

History curriculum planning

At Sutton Veny, History is taught through a topic approach, alongside subjects such as Literacy, Art and Design, Geography, Computing and Design and Technology. Our curriculum is carefully planned and includes a two-year cycle for Years 3 and 4 and Years 5 and 6. Our long-term and medium-term plans map out the skills and themes to be covered each term for each key stage. These plans define what we teach and ensure an appropriate balance and distribution of work across the year.

Assessment and Recording

At Sutton Veny, assessment is an integral part of the teaching process. Assessment will be in accordance with the school's Assessment policy and is used to inform planning and to facilitate differentiation. The assessment of children's work is ongoing so as to ensure that understanding is being achieved and that progress is being made. Our '*Being a Historian*' assessment sheets are used consistently across Key Stages 1 and 2 to ensure a progressive learning journey through the school. Feedback is given to the children as soon as possible, and marking will be guided by the school's Marking and Assessment Policy. Appropriate next steps or opportunities to up-level work will be provided for the children as appropriate. Attainment is assessed summatively throughout each unit and is reported to parents and the next teacher at the end of each academic year; children are assessed against the requirements of the National Curriculum and this is reported as a 1 (working towards the national standard), a 2 (working at the expected national standard) or a 3 (exceeding the national standard).

Resources

We have a range of text books, as well as interactive boards to access the internet as a class. All classes are able to borrow history resource boxes, including a wide variety of books, from *Wiltshire Learning Resources* throughout the year, which further enrich the children's learning experiences related to their given topics. Visits are planned to enhance learning and to provide 'hands on' activities. People with an interest or expertise in a particular topic or area of history are invited into the school to work with the children, including family members or representatives of the local community. Progressive timelines will be used across the school as a visual prompt to encourage children to make links between previous and current units of work and to support their understanding of chronology as they progress through the school.

Equal Opportunities, Inclusion and Differentiation

All children regardless of race, culture, religion, social background, gender or academic ability have equal access to History in order to develop their personal historical capability. We carefully plan, monitor and assess to ensure all of our pupils feel valued. Visits to historical sites may be adapted to take into account individual requirements. Learning is challenging, yet achievable by all children, whatever their ability. Differentiation is achieved by both work set and outcome. We aim to teach children to up hold, where applicable, British values and to have a mutual respect and tolerance of those with different faiths and beliefs. Class teachers will liaise with the SENCO to ensure that children with SEN achieve their full potential in History lessons and activities. Higher attaining children, who display an aptitude in History, are challenged with open-ended tasks, which provide opportunities to tackle more complex issues.

Role of the History Leader

The History Leader is responsible for improving the standards of teaching and learning in History through:

- Preparing and reviewing policy documents, curriculum plans, schemes of work for the subject;
- Encouraging staff to provide effective learning opportunities for all pupils, to develop valid activities appropriate for all pupils at different stages of development, and which enables all pupils to progress in the subject;
- Helping colleagues to develop their subject expertise;
- Organising and monitoring colleagues' professional development;
- Collecting, evaluating and informing staff of all resources;
- Ensuring standard formats for assessment and monitoring are being used;
- Providing annual subject action plans, including costings and priorities, which will, in turn, help to inform the school development plan;
- Organising and advising on the contribution of History to other curriculum areas, including cross-curricular teaching and learning opportunities;
- Helping with monitoring and evaluation of the effectiveness of the subject within the school through book scrutiny, lesson observations, accessing teacher planning and providing opportunities for children to voice their own opinions and reflections on the subject.

Role of the Class Teacher

The class teacher's role is to:

- Ensure coverage of History for their year group/ Key Stage;
- Inform the History Leader of any resources needed in order to deliver the units before they arise in the curriculum;
- Plan and deliver lessons which appeal to all learners, and to enthuse, as well as educate, all of the children in their class.

Role of the Head teacher

The Head teacher's role is to:

- Support the History Leader;
- Allocate the budget.

Subject Leader: Becky Blake

Date: July 2021 (ES)

Next Review: April 2022 (BB)