



# SOUTHBOURNE JUNIOR SCHOOL

## History Policy

### Our vision for history:

*All pupils experience an exciting and relevant history curriculum which nurtures their curiosity about the past and their own place in the world. It deepens their knowledge and understanding of chronology and their awareness of how our lives have been shaped by the past and how events from the past inform the future. Our curriculum empowers our pupils to ask and answer questions, developing connections between past events and significant people, within their community and beyond.*

### Aims:

- to foster in children an interest in the past, developing a life-long passion for history
- to enable children to know about significant events in British history and to appreciate how things have changed over time
- to develop a sense of chronology
- to have some knowledge and understanding of historical development in the wider world
- to help children understand society and their place within it, so that they develop a sense of their cultural heritage
- to enable children to value other cultures
- to develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.

### Learning and teaching:

Children learn to think and behave as historians, using first-hand, practical experiences where possible. These may include:

- observing and handling primary sources and replicas through local museum loan box schemes
- visiting sites of historical significance, e.g Butser Iron Age Farm; Fort Nelson
- inviting expert groups to run workshops, e.g Ancient Maya
- inviting visitors and local people in to talk to pupils, e.g about local history

Following the 'Connected History' scheme enables us to focus on a deeper understanding of one aspect of a time period being studied. Enquiry-led learning journeys help children to focus on using the skills of a historian to develop their knowledge.

Learning opportunities are varied and stimulating, with learning being recorded in a variety of ways, and links being made to other areas of the curriculum.

Examples include:

- the use of stories, role play and drama
- the use of art and music
- the use of computing to present learning
- writing from the point of view of different historical characters
- writing balanced arguments

- discussion and debate
- each class has a working wall for their current history learning journey, with photographs, children's work and contributions which all help to answer the enquiry question.

### **Planning, Progression and Continuity**

The basis for our history curriculum is the National Curriculum programme of study for Key Stage 2. From there, we have used the 'Connected History' scheme to ensure all aspects of history that need to be taught have been covered. Learning Journeys are chosen to maximise use of the local area: for example, the Battle of Britain is studied at Year 6 due to our proximity to Portsmouth and Tangmere; the Romans are studied in Year 4 as we are situated so close to Chichester.

The 'Connected History' scheme ensures that we are able to provide progression in skills and knowledge, whilst maintaining connectedness within history and with other curriculum areas, throughout the school. Teachers use and adapt the plans and resources from the 'Connected History' scheme, ensuring that what they teach is both tailored to our children and in line with the programme of study.

Continuity is ensured through the following processes:

- whole school curriculum map
- whole school history overview
- year group history knowledge, skills and progression map
- overview showing links between prior and future learning
- 'Connected History' planning used and adapted to fit the needs and interests of our pupils
- knowledge organiser for each learning journey, with knowledge, skills and vocabulary matched from year group progression map

### **Feedback and Marking**

Children receive regular and timely verbal feedback during the course of a lesson or sequence of lessons. Written work may be marked in accordance with school marking policy, with the focus being on the history skills which are a focus at that time. Pupils may be expected to respond to marking in a variety of ways, again, in line with school marking policy. Work may be displayed on the working wall as a model of excellent history learning - working walls are used as a teaching tool within history lessons. Work which is considered excellent for a particular pupil may be used in corridor displays which celebrate history learning at our school.

### **Assessment**

Pupils are assessed against the skills and knowledge set out in the year group progression map, ensuring that these are challenged and developed each year. After each Learning Journey, teachers update the tracking grid for their class, showing whether a child is working towards expectation, at expected standard, or at greater depth. At the end of each academic year, teachers report to parents the standard at which they have assessed pupils.

### **Inclusion**

We recognise that not all pupils will be able to access history learning in the same way, and that more able pupils may need further challenge. As a result, teachers adapt planning accordingly, and

may look at alternative ways of recording learning. Teachers are supported to provide inclusive teaching and learning in line with the SEND toolkit, ensuring all pupils are able to achieve their potential in history.

### **Resources**

The subject leader will maintain resources and ensure any available budget is used to update them. Resources are kept in the appropriate year group where there is a box of equipment for each learning journey. More general resources to aid chronological understanding are kept with other historical artefacts in a cupboard in Lower Base. There is also a large timeline in the hall which shows all time periods studied at Southbourne Juniors: this is used as a teaching resource. The library contains a good supply of appropriate books, and each class has a set of books which also aid chronological understanding: 'A Child Through Time', 'A Street Through Time' and 'A City Through Time'. In addition to this, teachers are encouraged to take out loan boxes of artefacts from the Novium Museum in Chichester.

### **Role of the Subject Leader**

The subject leader will monitor history in a variety of ways:

- lesson observations
- book looks
- learning walks to monitor the learning environment
- pupil conferencing
- evaluating knowledge organisers
- collecting and analysing data for pupil progress in history

The leader will also support staff through CPD in staff meetings, disseminating information, ideas and resources.

### **Role of the Teacher**

Teachers are responsible for the learning and progress in history for all the children in their class, as well as planning and resourcing appropriately differentiated learning opportunities.

**Reviewed & Updated** January 2023

**Next Review** January 2026