

History at Southover School

Intent

At Southover Primary School, History is celebrated. It is ambitious in its content and motivating. All children are encouraged to ask questions about the past and we will provide children with a broad and balanced view of the History of Britain and some of the Earliest Civilisations around the world.

Students will develop a well-rounded knowledge of the past and its events, with the intention to improve every students' cultural capital, understanding of the world around them and their own heritage. Through our ambitious coverage of History and the thorough teaching of Historical skills, children thrive. Engaging activities, school trips, enrichment days and visitors all combine together to give students an opportunity to question the past.

At Southover we will deliver a curriculum that enables children to:

- Become increasingly critical and analytical thinkers
- Possess a secure understanding of the chronology of the British Isles and other important periods of History
- Discover links and connections to the History they learn and the wider community and locality
- Further their knowledge and explanations of change and continuity over time with regards to the history of the British Isles and other societies and epochs
- Differentiate between source types and explain how and why interpretations in History may differ
- Draw on similarities and differences within given time frames and across previously taught History
- Enquire into Historical themed questions and form their own opinions and interpretation of the past

Implementation

The curriculum is led and overseen by the History lead. As History lead, a regular programme of monitoring, evaluation and review and the celebration of good practice will contribute to the ongoing commitment to evolve and improve further. The teaching, learning and sequencing of the History curriculum follows:

- A blocked curriculum approach has been implemented to ensure coverage and progression in all skills relating to History.
- In KS1, the Historical skills will focus on the world around them and their living memory of History before moving to events that go beyond living history. This will ensure a firm foundation for KS2 History.
- In KS2, the History curriculum is set out in chronological order to allow children to reference the previous events in time and to refer to this prior learning year-on-year and within the year.
- The progression of skills is set out in order to build and develop the following:
 - Chronological Understanding
 - Knowledge and understanding of events, people and changes in the past
 - Connection and Historical Links
 - Interpretations of History
 - Historical Enquiry

- Children are taught the sequence of skills and knowledge that are the components to a composite outcome.
- Lessons will develop long term memory by allowing for repetition of learning within the year and year on year.
- The use of knowledge organisers are to aid teachers in planning their knowledge and skills and students in understanding the expectations by the end of the unit.
- Specific topic vocabulary is taught within the unit and reinforced throughout each year group.
- To link history to their lives and explore their heritage and cultural capital.

Impact

- Children will become increasingly critical and analytical within their thinking. Making informed and balanced judgements based on their knowledge of the past.
- Children will become increasingly aware of how historical events have shaped the world that they currently live in.
- They will also have a further understanding of History on a local level and on a small-scale.
- Children will develop enquiry skills to pursue their own interests within a topic and further questioning.
- Where applicable, children will have encountered or participated in high-quality visits/visitors to further appreciate the impact of History.
- Children are to retain prior-learning and explicitly make connections between what they have previously learned and what they are currently learning.

The impact of History can be seen through:

- The work in the children's books
- Discussions with the children about their learning and viewpoints
- Their interest in the past and learning about how things have changed