



Harby Church of England Primary School

History Policy

EQUAL OPPORTUNITIES

INCLUSION AND EQUALITY STATEMENT

Inclusion is an approach and attitude that will help to give all children opportunities for success and development at school, both academically and socially, and will ensure they are valued as part of the school community. We strive to ensure that pupils' unique needs, differing learning styles and requirements are recognised, valued and supported. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We try to have systems in place for early identification of barriers to their learning and participation so that all pupils can engage in school activities with others. We acknowledge the need for high expectations and suitable targets for all children. We actively seek to encourage equity and equality through our teaching. No gender, race, ethnicity, social and economic background, Special Educational Need or Disability will be discriminated against. The school's Disability Equality Scheme will be followed and the use of stereotypes will always be challenged.

STATEMENT OF INTENT

At Harby C of E Primary teachers strive to promote curiosity and a love of learning about the past. We believe that exploring History makes a valuable contribution to the children's understanding of all aspects of life, giving a sense of pride, identity and heritage. We have designed a thematic approach to the curriculum to empower every child with the knowledge, understanding and skills to become young historians. By following the National Curriculum, we aim to equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.



IMPLEMENTATION

Our History curriculum is organised to ensure breadth, balance, continuity and progression in topics across the school. We believe that it is essential to engage our pupils with relevant, exciting and challenging learning topics. Whilst gaining historical knowledge within these topics pupils will use and build upon: prior knowledge; understand how British values relate to History; continually gain a range and depth of historical knowledge and chronological understanding and develop the skills to appropriately use research and sources to consider historical information.

Within the EYFS History is integral to the Early Learning Goal of UNDERSTANDING THE WORLD where pupils are encouraged and supported to 'talk about past and present events in their own lives and in the lives of family members'. In addition, pupils learn about 'similarities and differences' in relation to 'objects' and 'talk about changes' they observe. Within the EYFS an awareness of the concepts, vocabulary and key terms of History is encouraged through planned purposeful play and through a mix of adult led and child initiated activity.

In Key Stage 1 and 2 our subject content is taught in sequence from the National Curriculum and is outlined in our curriculum overview for our rolling programme.

Topics are explored during a half/full term and are informed by a detailed medium term plan.

IMPACT

At Harby C of E Primary a key aim is for all pupils to develop as young historians and we achieve this by recognising and planning for what becoming better at History entails. We believe this is a progressive step and we endeavour to do this by challenging and supporting our pupils to work historically in a more rigorous manner as they progress through the school. To enable this to happen we have established an outcomes driven curriculum which recognises the crucial importance of identifying not just what we want our pupils to know and do in History but also the intellectual outcomes we intend them to achieve through their learning- which are identified within each topic's medium term plan.



Evidence is drawn from a wide range of sources to inform the assessment process including interaction with pupils during discussions and related questioning, day to day observations, judging the success of individual lessons and the use of post unit quizzes. The outcomes of each topic serve to inform the teacher's developing picture of the knowledge and understanding of each pupil, to plan future learning accordingly.

Assessments are made after each half term for all year groups and this information is given to the subject lead.

IMPLEMENTATION AND REVIEW DATE

This policy was approved and adopted for use on:

Signed:

Date for review: