

# Errington Primary School



This policy has been subject to an Equality Impact Assessment by:

Author/Reviewer:

SLT/EET:

Governors/Trustees:

Could/does the policy or procedure have a negative impact on one or more of the groups of people covered by the protected characteristics of equality? If so, how can this be changed or modified to minimise or justify the impact?

Could/does the policy have the potential to create a positive impact on equality by reducing and removing inequalities and barriers that already exist? If so, how can these be maximised?

## History Policy

### 2023-24

At Errington, our curriculum is based on a carefully considered progression of skills and knowledge acquisition from 3-11 through the following linear themes:

- Oppression
- Trade/Economy
- War and Conflict
- Significant Individuals
- Chronology
- Local History
- The Wider World

Our curriculum has been designed to allow children to acquire relevant knowledge and skills whilst allowing them to appreciate the historical and cultural importance of both their local area and other areas of the country and world. We have tried hard to make the best use of our locality in terms of providing exciting and relevant visits and visitors and giving them an opportunity to learn about historically significant individuals both from our locality and the wider world who had an impact on a local, national and global scale- for example Henry Pease and his vision for Saltburn or Gertrude Bell and her vital role in creating borders in the Middle-East after the end of WW1 and the development of modern Iraq.

Our curriculum fosters a deep-rooted love of learning through developing the key skills of questioning, investigating and evaluating. Children are encouraged to be resilient and increasingly independent learners in all areas; they demonstrate positive attitudes to learning and apply key skills in multi-disciplinary areas through meaningful links across curriculum areas. Learning experiences should be stimulating, engaging, purposeful, relevant and accessible to all, taking account of prior learning and giving all children the opportunity to consolidate and embed their understanding and knowledge across all subject areas.

Children are encouraged to develop an appreciation and understanding of the world in which they live, at both local, national and global levels and we are responsive to individual and/or cohort need, taking into account changes at local, national and global levels.

### Implementation

The curriculum is led and overseen by two History leads who will ensure a regular programme of monitoring and evaluation, and the celebration of good practice informs our commitment to improving the teaching and learning of history.

The teaching, learning and sequencing of the History curriculum is as follows:

- A blocked curriculum approach has been implemented to ensure coverage of knowledge and progression in skills and concepts.
- In EYFS and KS1, children 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 planned in chronological order to allow children to build an image of History over time and to use their knowledge of previous periods, events and people to better understand current learning.
- The progression of knowledge and skills are set out in order to build and develop the linear themes outlined above.
- We aim for lessons to develop long-term memory by allowing for repetition of learning within the year and across years by referral to similarities with linear themes across different areas of history areas.
- The use of Medium-Term Plans and Knowledge Organisers support teachers in sequencing learning, and are actively used by children as an aide-memoire during lessons and to show expectations by the end of the unit.
- School visits, visitors and experiences are included to stimulate imagination and bring learning to life.
- PSHE is threaded through the History curriculum so children can link History to their own lives and explore their heritage and culture.

### Impact

- Children are engaged, curious and resilient in History lessons and relish the challenge and opportunities for fun that the subject offers.
- Children are critical and analytical in their thinking, making informed and balanced judgements based on their knowledge of the past.
- Children are aware of how historical events have shaped the world today, including History at the local and personal level.
- Children develop enquiry skills to pursue and investigate their own interests within a topic.
- Children visit historically relevant sites and museums and learn from visitors to enhance their learning in History and create positive memories.
- Children retain learning and explicitly make connections between what they have previously learned and what they are currently learning.
- Children are able to articulate what they have learned in History and can describe significant periods, events and people from the past and make links between linear themes within different time periods of history.
- Children remember more, know more and can do more.