

**History Policy**

**Rowlatts Mead Primary Academy History Policy**

**Aims and Objectives**

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world chronologically. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. In history, pupils find evidence, weigh 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.

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
* know and understand significant aspects of the history of the wider world
* gain and deploy a historically grounded understanding of abstract terms
* understand historical concepts
* understand the methods of historical enquiry
* gain historical perspective by placing their growing knowledge into different contexts

**Planning**

* To ensure History is taught chronologically coverage is planned across the year for each year group.
* History is to be taught across the curriculum through specific topics over the course of the year. At Rowlatts Mead Academy we plan using the Focus Foundation statements. Foundation Stage will follow the EYFS and History will be taught through Understanding of the World.
* A diverse range of teaching styles and resources should be used to maximise the involvement and enjoyment of the children.

**Monitoring and Assessment**

Assessment is to be informed using Target Tracker statements which is used to evaluate individual needs and to help with future planning. Assessment by the class teacher will involve observation, discussion, group work and written work. At the end of each academic year tracker grids are to be completed and stored on the public site, where they can be accessed by the History co-ordinator and all other members of staff.

**Equal Opportunities**

Access to the curriculum should be ensured for every child regardless of age, disability, gender, sexual orientation, nationality, race, religion or socio-economic background by:

* Creating effective learning environments in which stereotypical views are challenged and pupils learn to appreciate and view positively difference in others.
* Ensuring all forms of bullying and harassment, including racial harassment, are challenged and dealt with appropriately.
* The provision of up to date resources without stereotypical bias.
* The provision of differentiated activities and experiences to enhance and support the learning of children.
* Encouraging all children to answer questions and take part in discussions by creating an atmosphere in which they feel secure.
* The provision of good role models by all the adults they encounter in school.

Policy updated – Sept 21 (Suher Ahmed)