



History Statement

Our vision is for pupils to become independent, motivated learners and responsible citizens.



Core values

Honesty	<ul style="list-style-type: none">• Telling the truth• Taking responsibility for your actions
Positivity	<ul style="list-style-type: none">• Looking for the good• Trying new things
Determination	<ul style="list-style-type: none">• Keep trying• Learning from your mistakes
Respect	<ul style="list-style-type: none">• Caring for everyone• Being polite and friendly
Democracy	<ul style="list-style-type: none">• Deciding together• Listening to others & sharing ideas
Individuality	<ul style="list-style-type: none">• Believing in yourself• Asking questions and having ideas
Rule of Law	<ul style="list-style-type: none">• Following the rules• Sharing & taking turns

Intent

We believe history is vital in developing a child's understanding of the world. It teaches us about similarities and differences in opinions, beliefs, motives, attitudes and cultures and relate these to the present. We hope to develop in children a sense of their own identity, their place in the world and the impact they can have upon it.

It is our aim to inspire and ignite our pupils' sense of excitement and curiosity about the past. We look at the history of Britain and the wider world focusing on developing an understanding of sequence, time and chronology. The pupils will also consider how the past has influenced current time and therefore their lives.

In history, children find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence from a range of sources, identify bias and argue from their own point of view.

Implementation

History is planned and organised through sequenced learning opportunities focussing on specific age related skills. Teachers have been provided with a Progression of Skills alongside the curriculum overviews. This outlines the key skills pupils should learn and demonstrate for each year group. In our school, we want reading and writing opportunities to be imbedded in each history topic. Each year group plans their history lessons to support the topic for that term or half term, identifying specific reading and writing opportunities. At the end of each topic, children will complete a written activity to evidence their knowledge and skills focused on during the sequence of lessons taught. This will enable the teacher to assess their retention and development in historical terms.

Impact

Attainment descriptors are used to determine pupil attainment as either 'Working towards <', 'Working at =' or 'Working above >' age-related expectations for history. Once each term, class teachers will assess children against these descriptors using the tasks carried out within lessons and independently. This will then be passed onto the History subject leaders. Using this information and other strategies such as: work scrutinies; lesson dips and climate walks, the History subject leader will monitor the subject and skills progression within the school.