

# Hateley Heath Academy History Policy



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Approved by:	CEA
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This policy is scheduled for review on:	Every 3 years

## Contents

Policy Statement .....	3
Scope .....	3
Aims & Principles.....	3
Curriculum Overview.....	4
Curriculum Implementation .....	5



## Policy Statement

This policy outlines Manor Multi Academy Trust's ('we' / 'our' / 'us') expectations of our employees' ('you') in relation to providing the best History provision for our pupils.

We are committed to equality and value diversity. As such we are committed to fulfilling our Public Sector Equality Duty (Equality Duty) obligations and expect all staff and volunteers to share this commitment.

This policy should also be applied in accordance with ICT Acceptable Use policies and Procedures. Copies of all policies and procedures can be accessed via the **All MAT Staff** area on Teams.

The Equality Duty requires us to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, and victimisation.
- Advance equality of opportunity.
- Foster good relations between people who share protected characteristics, such as age, gender, race and faith, and people who do not share them.

If you consider that any of our practices, policies or procedures may be indirectly discriminatory, you should report your concerns and the basis for them to your line manager, who will take appropriate action and ensure that you receive a written response in respect of the concerns that you have raised.

This policy does not form part of your contract of employment. We reserve the right to amend or withdraw this policy at any time.

We are responsible for ensuring the effective implementation of this policy. As part of equality monitoring we will review and monitor the operation and impact of the policy on a regular basis and in accordance with the policy review date. As part of this monitoring and review this policy will be equality impact assessed.

## Scope

This policy applies to employees, workers, agency workers, consultants, casual workers, contractors and volunteers, whether during working hours or otherwise.

## Aims & Principles

The aim of this policy is to explain how our History curriculum is implemented at Hateley Heath Academy.

## Curriculum Overview

Our History curriculum is bespoke to our children and the community around us. It is designed to be ambitious for all pupils and to prepare them for their next stages in life. A knowledge rich and progressive curriculum has been implemented to broaden children's experiences, their understanding of the world and to add depth to their knowledge and skills. Through our curriculum, we will provide opportunities for the children to seek knowledge by asking questions. Our Learning Clouds support independence and responsibility for their own learning and encouraging the children to develop a growth mindset. They also develop positive dispositions and habits for lifelong learning.

**Collaboration**

**Contemplation**

**Curiosity**

**Creativity**

**Challenge**

**Confidence**

Our History curriculum has been designed around a series of principles that reflect our school values, British Values, pedagogical approaches and needs. We clarify our vision of the curriculum through a carefully sequenced and progressive journey that has key knowledge allowing the children to make connections with other subjects. Within this journey, the children are exposed to both substantive and disciplinary knowledge, which is appropriate to their level of understanding and supports the development of schema.

We teach History as a discreet subject with an aim of children having a deeper understanding of the subject discipline, whilst at the same time, we encourage the children to make connections where appropriate. We ensure that our curriculum provides the children with both substantive and the disciplinary knowledge that is needed for children to appreciate and understand what is unique about the world in which we live. By doing this, our curriculum support schema development. Key concepts in each subject area are carefully considered and interconnected with other subjects. These concepts and skills are carefully sequenced, revisited and built upon from Early Years to Year 6.

## Curriculum Implementation

Our history curriculum will support children in their knowledge and understanding of Britain's past and that of the wider world. The children will learn about significant historical events and people through a termly focus. In the autumn term, the children will explore the concepts of invasion and settlement. In the spring term they will learn about ancient civilisations and begin to understand how democracy played a key role within those civilisations. In the summer term, they will learn about key people, events and their lasting impact.

At Hateley Heath, our History curriculum is underpinned by stories, which feature within each MTP throughout the whole school. Each story brings real life purpose and meaning to learning and research shows that this has a significant impact on long term memory.

### Invaders and Settlers

The children begin learning about the history of Hateley Heath Academy and why it was built. In Year 2, they will look at the significant event of The Great Fire of London and the impact it had on the capital city. In Key Stage 2, the children will explore invasions by the Romans, the Saxons, Germany and the Second World War. Children will begin to think about migration and how this led to Britain being a diverse country.

### Ancient Civilisations

Starting with the Stone Age in Year 3, the Greeks in Year 4, the Egyptians in Year 5 and the Mayans in Year 6, the children will learn about the concepts such as democracy, civilisation, empire and power and how life changed during these periods of time. They will study what life was like through stories and make comparisons to life today in Britain.

### Significance

During the summer term, the children at Hateley Heath Academy will explore their understanding of the word significance through focusing on either a significant person/persons or event. They will understand why the event is significant in our history and the impact it has on today's society. If learning about a significant person, such as Walter Tull, children will begin to develop their thinking around what this person did and why we consider this person to be significant to us.