

## Goldington Green Academy



### **History Policy**

#### **Safeguarding**

Goldington Green Academy recognises it has a statutory duty under Section 175 of the Education Act 2002 to ensure arrangements are in place for safeguarding and promoting the welfare of the children at Goldington Green Academy.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth and that school may be the only stable, secure and predictable element in the lives of children at risk. Our school will endeavour to support these pupils by providing an ethos which promotes a positive, supportive and secure environment, providing a sense of being valued. All staff, governors and volunteers must be made aware of this, and adhere to the safeguarding policy and procedures within the school.

At Goldington Green we recognise our legal and ethical duty to keep pupils safe from radicalisation and extremism. As such we incorporate the principles of the PREVENT agenda into all practice including the curriculum. Additionally, we ensure that all speakers are carefully vetted by senior staff and that all material available in school, both electronic and otherwise, is suitable. We also ensure that sufficient training is in place so that all staff understand what radicalisation means and why people may be vulnerable to being drawn into terrorism as a consequence of it. Staff know what measures are available to prevent people from becoming drawn into terrorism and how to challenge the extremist ideology that can be associated with it. Any concerns are dealt with in line with our safeguarding policy working in conjunction with Bedfordshire Police and other agencies as appropriate.

#### **Equal Opportunities**

The Equality Act 2010 makes it unlawful for staff to discriminate directly or indirectly, or to harass staff or pupils due to any of the nine protected characteristics.

Goldington Green Academy aims to create a culture that respects and values each other's differences, that promotes dignity, equality and diversity, and that encourages individuals to develop and maximise their true potential.

Everyone within the school community has a responsibility to ensure that this statement is adhered to. Senior Leaders in particular, should lead by example, identify any inappropriate behaviour when it happens and take prompt action to deal with inappropriate behaviour.

We aim to remove any barriers, bias or discrimination that prevents individuals or groups from realising their potential and contributing fully to our school's performance. In removing these barriers, we aim to develop a school culture that positively values diversity.

We are committed wherever practicable, to achieving and maintaining a workforce that broadly reflects the local community in which we operate.

Every possible step will be taken to ensure that individuals are treated fairly in all aspects of their employment, engagement or whilst volunteering at our school.

#### **Intent**

History gives us a sense of identity as it is the study of people in the past and events connected with them. Children will start in EY by looking at their past experiences progressing onto helping the children to gain a greater understanding of the world in which they live in. The teaching of history will foster the children's natural curiosity about the past events in Great Britain and the wider world. We believe that the teaching of History enables children to have an increased understanding of an interest in, and a curiosity about, people and the world we live in. Change in



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their own lives and the way of life of their family, events and developments in the past, beliefs and actions of people in the past. Ways in which people, developments and events in the past have helped shape the present.

### **Implementation**

The History Leaders are responsible for the history knowledge and skills document. They are available to assist with detailed planning for non-specialist teachers. The day-to-day responsibility for History planning lies with the class teacher and is taught through topic-based learning where appropriate. A range of teaching methods and strategies, which include whole class teaching or group teaching, will be employed as appropriate. We will provide a broad and balanced curriculum following the National Curriculum, for all our pupils and opportunities will be provided to develop skills and gain an understanding of historical concepts through first-hand experience in a climate which encourages curiosity, perseverance, open-mindedness, critical reflection and co-operation. History teaching will be enhanced and made relevant with the use of educational visits and external speakers which are directly linked to on-going work in the classroom. The school environment and the local area are used as part of our studies where appropriate.

Each year group has a selection of resources of books, posters, photographs and artefacts that are kept within each year group. Early Years have their own History resources which are updated using the Foundation Stage budget by the Early Years Leader.

It is the responsibility of the co-ordinator to organise, manage, audit and allocate resources purchased for the school. The provision of history resources is reviewed annually with a view to purchasing, replacing, updating as necessary resources. The necessity for additional resources is highlighted by each year group when evaluating a topic at the end of each term. This information is then forwarded to the History Leaders who then order new resources as the budget allows.

### **Impact**

The History subject leader(s) will ensure continuity, progression and the consistent implementation of the History Policy, by monitoring lessons, learning walks, pupil conferencing and book and planning scrutinies following the monitoring and evaluating timeline. They will be responsible for the purchasing of equipment, up-to-date resources and will provide colleagues with support, CPD and in-house training. It is the responsibility of the teachers to provide up to date assessments and input the data into SIMS termly. Subject leaders will analyse the data and report to governors termly.

**Reviewed date:** May 2023

**Next review date:** May 2027

**Staff responsible:**

Mrs Lall & Mrs Goldthorpe  
History Coordinators