

Policy Title:	History Policy	
Date of Issue:	11.06.2019	
Date of Review:	Autumn Term 2020	
Author & Role	Rebecca Tolan - History Subject Specialist	
Ratified by:	Governors Policy Committee	
Responsible signatory:	W Blundell <i>W. Blundell</i>	M Maher <i>M. Maher</i>
Date of signature:	11.06.2019	11.06.2019
Outcome:	<p>This Policy: details colleagues' responsibilities for the teaching and learning of History. It sets out a framework within which teaching staff and support staff can operate and gives guidance on planning, teaching and assessment.</p> <p>It is intended for all teaching staff and support staff, school governors, parents and advisers/inspectors as appropriate.</p>	
Cross Reference:	Assessment, Recording & Reporting Policy Health & Safety Policy Teaching & Learning Policy	

EQUALITY AND DIVERSITY STATEMENT

Astley Park School is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.

POLICY REVIEW

To ensure that this policy is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please contact the author of the policy.

History

This policy reflects the school values and philosophy in relation to the teaching and learning of History. It sets out a framework within which teaching staff and support staff can operate and gives guidance on planning, teaching and assessment.

It is intended for all teaching staff and support staff, school governors, parents and advisers/inspectors as appropriate.

Purpose

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Pupils will do this through gaining various skills which will be scaffolded by teaching staff and support staff both in and out of the classroom.

Aims

History is a foundation subject with the New National Curriculum. The aims of the subject are:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

These aims are consistent with our school philosophy and take account of the National Curriculum non-statutory guidance. In order to achieve these aims, History is taught throughout KS1/2/3 on a modular basis. Within the Scheme of Work, learning activities are sequenced to ensure progression and taught through direct

teaching, providing pupils with real experiences, educational visits and other planned experiences as appropriate. Subject planning and evaluation is at a class level with a co-ordinator for the whole school.

Differentiation

Our pupils carry statements of special educational need and we cater for pupils from age 4-16. Pupils will work at levels appropriate to their ability and progression will be in very small steps with much over learning and reinforcement. Wherever it is in their best interest, work will be individualised and may be delivered out of Key Stage if this is deemed necessary.

History will be delivered in an interesting and stimulating way making use of commercial materials, teacher-prepared materials, support materials, visits, visual aids, videos, television, computers, Drama, stories, etc. to maintain the pupil's attention and reinforce learning. History will be delivered by the class teacher and supported by their class teaching assistant. This should be taught as part of an integrated theme curriculum but emphasising the skills required.

Planning

Curriculum planning is half-termly and forms part of the CCS (Cross Curricular Studies) medium term plans. It is used to set clear, achievable goals matched to pupil's own abilities as well as ensuring progression, continuity and subject coverage throughout the school. All planning should include Assessment for Learning (AFL), Personal Learning Targets (PLTs), Spiritual Moral, Social Cultural development (SMSC), and Every Child Matters (ECM). Planning is the responsibility of the teacher and plans are available to the Lead Practitioners.

Curriculum planning is half-termly, some terms will have a higher level of focus on history with the cross curricular learning program than other terms this is to ensure teaching of all 'topic' subject is taught equally throughout the year. by the teacher's own systems, and other individuals as appropriate in relation to the whole school format. It is used to set clear, achievable goals matched to pupil's own abilities as well as ensuring progression, continuity and subject coverage throughout the school. All planning should include AFL, PLTs, SMCS, and ECM. Planning is the responsibility of the teacher and plans are available to the head teacher

Assessment

Assessment is used to plan future teaching and learning and to contribute to the pupil's record. Continuous assessment by AFL and teacher observation is carried out and recorded on B-Squared.

Some evidence of pupil's work is kept as a record on EFL. In the primary and secondary department photographs of displays and completed worksheets as well as some pieces of written work are retained as evidence of areas covered.

Some evidence of pupil's work is kept as a record. In the primary department photographs of displays and completed worksheets as well as some pieces of written work are retained as evidence of areas covered. In the secondary department pupils' work in exercise books or files and on worksheets are retained as evidence of areas covered.

Scheme of Work

The scheme of work can be found on the school drive under Curriculum. It has been written according to the national curriculum and shows all skills required and a range of topics which can be interlinked to themes throughout the year.

Cross curricular links

English – Reading and writing skills are essential for undertaking historical enquiry, making notes, records, following instructions, interviewing people about the past and the present and evaluating evidence comparing and contrasting reliability of sources available. In addition, good oral communication skills can be practised when the children collaborate on visits.

Maths – Pupils apply their maths skills when analysing data, and studying chronological information. The use of fieldwork data, timelines and charts contributes to the Pupil's mathematical understanding.

ICT – The use of ICT can help pupils learning in History, providing access to a great deal of information. Historical understanding can be enhanced when using the internet (IPad or Desktop) to research a significant person, or lifestyle from the past. Pupils can also access online timelines to acquire chronological awareness. Databases can be used to create charts for analysis whereby patterns can be identified within the past. In addition, pupils can access websites of museums and historical sites around the world.

Geography – There are close links between the two subjects. An investigation of how an aspect of the local area has changed over long periods of time, or how the locality was affected by a significant national or local event, will link both History and Geography. As children study British, European and world History they will use and develop their mapping skills to discover the location of places.

Religious Education/PSHE – Pupils will practise skills which are transferable such as empathy and learning about the conflicts of religions within Britain throughout History. Pupils will learn skills to respect other people's opinions even if theirs is somewhat different and to consider both sides of an argument.

Spiritual, Moral, Social, and Cultural Development in History

History promotes the following:

Spiritual development – through helping pupils recognise the diversity of the world. An historical awareness helps children understand their place in the world. As they look at history in a variety of ways, including cultural and religious aspects, they should develop an appreciation of the impact spirituality has on the history of the world.

Moral Development – Through helping the pupils reflect how life today has been affected by decisions people made in the past, they can make informed choices in the future. Through discussion, the children learn to appreciate the moral dilemmas posed by events in the past, for example the evacuation of children in the Second World War and the effects this can have on people's lives.

Social development – Through helping pupils recognise the need to consider the views of others when debating historical information. When studying the effects created by the development of settlements and other significant events in the past, the children come to appreciate the need for collaboration, cooperation and tolerance.

Cultural development – Through exploring History in Britain and the world, the children gain knowledge of the development of different cultures and the impact on peoples' lives today.

Approaches to teaching

There are several ways in which teaching history can be made interesting for the pupils and as a subject History offers a wealth of possibilities for contexts and tasks where pupils can apply their knowledge, skills and understanding creatively. A Variety of approaches will be used to cater for differing learning styles (visual, auditory, and kinaesthetic as well as the individual learning needs of our pupils).

- Story
- Timeline
- Individual/group/class projects
- Classroom displays
- Role play and Drama
- Artwork/model making/craftwork
- Map work
- Use of photos, artefacts and other resources
- Educational visits
- Problem solving/debates/reconstructions

Organisation

The National Curriculum History program of study can be divided into five themes which will be used as a focus when teaching our topics. These are:

- Chronological awareness
- Historical Knowledge and understanding
- Interpretations of History
- Historical enquiry
- Organisation and Communication

Subject specialist role

The co-ordinator's role involves general oversight (monitoring and evaluating) of the subject through school. She will be involved in planning with teachers, observing

staff deliver the subject, maintain progress of the subject, attending courses where relevant and keeping abreast of changes, which may affect the subject. She will develop the Policy and program of study in consultation with the headteacher/staff/governors and recommend INSET as appropriate. Monitoring the policy in operation is the responsibility of all those staff involved in the teaching of History. The co-ordinator will be asked to contribute towards the School Development Plan, estimating and projecting costs and resources relevant to the subject appropriately.

Resources

Resources are kept in the resources room and should be used and replaced accordingly. It is the responsibility of the co-ordinator and class teacher to ensure adequate maintenance and replacement of resources and materials.

Further resources include:

- Pupil's own experiences
- Experiences of those people known to them
- Experiences of visitors
- Local environment and beyond

INSET

INSET needs for History will be ascertained through appraisal, review, change, external advice, School Development Planning and prioritised by the co-ordinator through the Senior Management Team. Sources of INSET provision will be sought from school staff, advisory teachers and other professionals.

Health and Safety

Our guidelines regarding behaviour and discipline, health and safety are rigorously enforced during activities within the classroom and beyond. The teacher is responsible for ensuring that activities are supervised by the correct ratio of adults to children, the activities are within the capabilities of their pupils and above all the children are safe and understand the safety procedures. The children are expected to act sensibly and demonstrate a responsible, caring and considerate attitude towards others. Risk assessments for all visits must be submitted through the normal school procedures of Evolve for any activity off the school premises.

Inclusion

It is the responsibility of all staff to ensure that all pupils, irrespective of gender, ability, ethnicity or social circumstance, have access to the curriculum and make the greatest progress possible.