



Castle Hill School

Innovating, Communicating, Empowering

History Policy

Policy Created	2010
Committee	KUW
Last review	June 2022
Frequency	3 years
Date to be reviewed	June 2025

General Policy Statement

At Castle Hill School we intend to provide a safe, secure, caring environment where everyone is valued and respected equally. We aim to provide an inclusive education where children develop independent learning skills and are taught according to need whatever their age, gender, background, beliefs or abilities.

National legislation, the [Equality Act 2010](#) and the [Special Educational Needs and Disability Regulations 2014](#) re disabilities, race relations and special education needs underpin this policy, which has also taken into consideration national, local and school policies on Special Educational Needs, Equal Opportunities and Health and Safety.

General Curriculum Statement

The fundamental principle behind curriculum design at Castle Hill School is personalisation. The learning needs of each pupil are rigorously assessed on entry to the school and on a regular basis through their school career. This work has included a full audit of learning needs. In this, every aspect of each pupil's learning needs is reviewed, bringing in the experience and expertise of a wide range of staff, professionals and parents/carers to identify priority areas for the pupil's personalised curriculum. Each pupil's curriculum is therefore bespoke.

For more information please refer to the Curriculum Statement (a separate policy).

History Statement

The teaching of history:

- develops pupils' understanding about the past
- develops pupils' perspective and judgement
- develops pupils' understanding of their own identity
- develops pupils' understanding of diversity within societies and different groups
- fosters pupils' curiosity and deepens their understanding of the world

Philosophy

A high-quality history education helps pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It inspires pupils' curiosity to know more about the past. 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 particular, History offers pupils with learning difficulties opportunities to:

- ◆ develop decision making skills
- ◆ develop capacity for solving problems
- ◆ develop reasoning and analytical skills
- ◆ develop independence
- ◆ develop ability to learn from the past

- ◆ develop ability to make sense of current affairs
- ◆ work individually and as part of a team

In response to these opportunities, pupils can make progress in History by:

- ◆ listening attentively
- ◆ engaging in conversations, asking and answering questions
- ◆ expressing opinions and responding to those of others
- ◆ seeking clarification and help
- ◆ developing their ability to understand new words
- ◆ describing people, places, things and actions through their chosen means of communication

Practice

A range of teaching styles will be used to accommodate the different learning abilities of individual students. Teaching will be done on an individual basis, in small groups or whole class groups.

History is delivered through cross-curricular teaching. A whole school topic is identified each term and the curriculum team draws up a History Scheme (Curriculum Guide) relevant to the topic. Assessment is built into the teaching and learning process for all pupils. It is a valuable tool in informing staff of the next steps in learning.

Early Years

Children in the Early Years follow the Foundation Stage curriculum. History is taught through the Understanding the World area of learning.

Key Stage 1-4

Pupils in Key stage 1-4 will cover History through the school's Understanding the World Curriculum Guides, with links to a variety of schemes of work including the Equals, Moving On, QUEST, the QCA schemes of work, and the National Curriculum.

Post 16

Post 16 pupils primarily follow the ASDAN Personal Progress and ASDAN Personal and Social Development accreditation will also follow the school's Understanding the World Curriculum Guides and aspects of the Moving On Curriculum.

British Values

Maintained schools have obligations under section 78 of the Education Act (2002) which requires schools, as part of a broad and balanced curriculum, to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society. This has become termed as spiritual, moral, social and cultural (SMSC) development, and in advice from the Department for Education, November 2014, should include the promotion of fundamental British values.

Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with schools' duty to provide SMSC. The Teachers' Standards expect teachers to uphold public

trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

Collective worship, establishing a strong school ethos supported by effective relationships throughout the school, and providing relevant activities beyond the classroom are all ways of ensuring pupils' SMSC development. Pupils must be encouraged to regard people of all faiths, races and cultures with respect and tolerance.

At Castle Hill School through the delivery of our curriculum and planning for SMSC development, we:

- Include in suitable parts of the curriculum, as appropriate for the age and understanding of our pupils, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain.
- Ensure that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils.
- Demonstrate the importance of rules and laws, whether they be those that govern the class, the school, or the country. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when broken. Visits from authorities such as the Police are regular parts of our calendar and help reinforce this message; use teaching resources from a wide variety of sources to help pupils understand a range of faiths.
- Treat everyone with respect, typified by our school rule that 'we are calm and kind'. This is modelled to pupils throughout the day by staff who will continually teach pupils the importance of showing respect. Part of our school ethos and behaviour policy has revolved around core values such as respect, and pupils have been part of discussions and assemblies related to what this means and how it is shown. This is reiterated through our classroom and learning rules, as well as our behaviour policy.

Performance

Assessment at Castle Hill is ongoing. However, formal assessment takes place twice each year during the Autumn and Summer terms when data is collected and progress and/or experiences measured in the MAPP process or using the Achievement Continuum in the Sixth Form. Some pupils may complete AQA or ASDAN units which are accredited.

Recording and Evaluation

The progress and achievement of all students can be recognised through:

- Teacher assessment through lesson evaluations
- Ongoing monitoring of pupils' work
- Photographic and video evidence
- Annual reports
- MAPP
- Learning Journals
- EHCP review process

Recognising Progress

For most pupils with learning difficulties achievements can be predicted and planned for and progress can be demonstrated in terms of increased knowledge, skills and understanding. Not all pupils will follow the same developmental pattern at the same age or rate. Progress may vary in all areas of the curriculum. For some pupils, progress may be difficult to predict or distinguish and may only be demonstrated in a certain environment with a familiar person. Some pupils have deteriorating conditions for whom progress can include a slowing down of any decline in physical or cognitive skills.

Pupils will be able to show progress in History by:

- demonstrating an understanding of past events
- demonstrating an understanding of time
- showing an awareness of routine events across a week
- expressing their opinions
- showing their own identity
- recognising diversity in society and different groups
- demonstrating a greater understanding of the world and asking questions about it

Planning for progression

Effective planning involves the careful and deliberate sequencing of curriculum content and experiences to meet an individual's learning and development needs. This builds on previous learning and achievements to promote future learning. Long and medium term curriculum plans should therefore show progression for individuals and groups of pupils. This progression could be through skills or experiences.

Planning for progression for individuals or groups might focus on:

- Skill development
- Breadth of curriculum for learning
- A range of contexts for learning
- A variety of support equipment

- A range of teaching methods
- Application of skills, knowledge and understanding in the new settings
- Strategies for independence

For our pupils, progression is not necessarily only movement up a hierarchical ladder of skills and knowledge. Lateral progression is also important.

The Role of the Understanding the World Curriculum Team

History forms part of the curriculum team for Understanding the World. As a result the Understanding of the World Curriculum Team are responsible for the completion of the following tasks:

- *Subject development.*
- *Learning audit*
- *Data analysis*
- *Collation of photographic evidence of learning and planning evidence*
- *Learning Walks (These replace P level data analysis for those subject areas that no longer use P-levels*. The learning walk should be carried out with as many members of the Curriculum team as possible - it might be beneficial to invite those members of support staff who don't attend teachers' meetings. Follow-up interviews should take place if possible to discuss findings from the learning walk and possible strategies that may be needed. If possible, interviews to be carried out with one teacher per phase)*
- *Formulation of Curriculum Guides, to be completed for each coming term.*
- *Displays*
- *Resource purchase/availability, resource audits and resource accessibility*
- *Policy updates*
- *Support of Continued Professional Development.*

The over-riding task must be to provide support for all who participate in History and so improve the quality and continuity of History teaching and learning throughout the school.

References:

Promoting fundamental British values as part of SMSC in schools
 Departmental advice for maintained schools (Department for Education)

EYFS Statutory Framework 2012

[UN Convention on the Rights of the Child](#)