

History Policy

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15.09.20	0.1	Scheduled Review by Internal Lead	Update to assessment information. J Wynn.	Existing TSSMAT policy
05.10.20	0.2	Scheduled Review by Board Lead	No changes	
16.10.20	1.0	Scheduled Review	Ratified by Board	

History Policy

Our Vision and Aims

At The Staffordshire Schools Multi-Academy Trust, we share values and beliefs based on Christian principles in close association with the Anglican tradition and practice of the Church of England.

We believe each person is special and we provide equal opportunities for each individual member of our school family to develop to his or her full potential within guidelines of acceptable behaviour and a set of values which will fit each child for life and the society in which they live. The achievements of each child are celebrated and the family, the school and the whole community is valued and respected.

The aim of the staff and Directors is to create a happy and stimulating environment for learning history where pupils are encouraged to explore and discover life in the past and to appreciate their heritage.

History is one of the foundation subjects of the National Curriculum. The National Curriculum lays down certain requirements for each Key Stage (see the following excerpts from the National Curriculum).

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. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. 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.

The national curriculum for history aims to ensure that all pupils:

- 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.

At The Staffordshire Schools Multi-Academy Trust we aim to make the learning of history fun, exciting and challenging. Teaching and learning activities will be varied and this will cater for the different preferences of children in a class and prevent the subject becoming monotonous and boring.

Methods used will include Teacher presentation, Class or group debates and discussions, individual and group investigation/research work, question and answer sessions, the use of T.V., radio, audio tape and the use of role play, drama.

The recording and presentation of pupil learning and discoveries will also be varied. These might include written, oral or visual means. Wherever possible (and within economic constraints) the children will have the opportunities for hands on experiences e.g. visiting theatre groups for “a day in the life of” , dressing the children up, visits to relevant places of study e.g. Boscobel House, Shugborough Hall, Tutbury Castle, Lichfield, Burton-on-Trent.

Pictures, paintings, old newspapers reports, school log books will be used by the children.

The children will be encouraged to bring in artifacts from home. Visitors with relevant knowledge will be asked in to school to talk to or be interviewed by the children, including members of the local community who spent their schooldays at the federation schools.

Links are made with other curriculum areas e.g. English, Geography, Science, Religious Education, Art and Design. I.C.T. will be used wherever possible throughout the history curriculum.

Chronology is a key part of our History curriculum. Children are taught the chronology for each unit taught so they can put their learning into context. Each medium term plan draws on the key skills identified in the national curriculum and builds on the children's prior units of work.

Assessment

Formative and diagnostic means of assessment will be used and History is assessed in a holistic manner by the class teacher. Children are assessed each lesson using bespoke pre-populated skills based targets constructed by our staff. At the end of each unit the class teacher will make a judgement of understanding based on these targets to inform next steps and planning.

Access/S.E.N.

We believe that all children should have access to the curriculum. All the work will be differentiated to cater for the different abilities contained within a class and where necessary teachers will set individual work appropriate to an individual child's needs and stage of development. Appropriate educational aids will be used to benefit and help any pupil with special educational needs.

Whole School Policy

The History curriculum has been developed to ensure its integral part of the “whole school” approach to children’s learning.

Equal Opportunities

The full range of activities in history will be made available to all children, irrespective of race, gender or physical disabilities.

Assessment

Formative and diagnostic means of assessment will be used and History is assessed in a holistic manner by the class teacher.

Diagnostic assessment

Teachers will use the most suitable means of assessment during the course of historical studies; these may be note taking on class presentations/drama work, assessment of the content and understanding shown in written work or class or group discussions. If it is appropriate, the teacher may decide to end the topic with an evaluation sheet or discussion to find out from the pupils the areas they enjoyed or that they found particularly difficult.

Dyslexia

The Staffordshire Schools Multi-Academy Trust is committed to supporting children with Specific Learning Difficulties (SPLD). Staff use a range of teaching strategies and resources in order to develop the individual. The Staffordshire Schools Multi-Academy Trust currently has Full Dyslexia Friendly Status.

Recording and Reporting

The pupils' annual reports include a section on History.

Coverage of the programmes of study at key stages 1 and 2 is mapped over a two or three year cycle (depending on the combination of year groups) by the history co-ordinator.

Evidence of this is retained in the main planning file.

Resources

There is a wide range of history resources in the Topic boxes. Each class teacher is responsible for selecting appropriate resources for lessons but will be supported by the History co-ordinator who will be responsible for reviewing and updating resources annually or more frequently if required.

A large timeline is displayed in each school which is referenced throughout the learning journey.

The Role of the History Subject Lead .

They will endeavour to:-

1. identify and determine the aims and understanding of History, in consultation with the Headteacher and review the policy document on a regular basis;
2. ensure all staff are aware of, and follow, the History policy;
3. produce a scheme of work for History with outline guidance for each year/class group;
4. review and update the History scheme of work;
5. Ensure topical issues become part of the curriculum including Black History
6. be a resource to all staff in aspects of History planning;
7. ensure the requirements on reporting on History are met;

8. identify resource needs, maintaining History budget spending within agreed priorities;
9. maintain the designated area for History resources/History topic boxes;
10. review a development plan for history when required, in consultation with the Headteacher (if not the History co-ordinator);
11. attend relevant meetings/updates/courses and read relevant, recent publications;
12. liaise with advisers, LEA, Directors as appropriate on curriculum matters relating to History.