

ASHGATE CROFT SCHOOL

HISTORY POLICY



Approved by Curriculum & Progress Committee meeting: 14th January 2019

Minute No.: 13.6/19 (C/P)

To be reviewed by: Autumn 2 2020

Introduction

Purpose

This policy is intended to ensure consistency and progression across the school in terms of the teaching of History.

Aims

- All staff understand what is meant by History at Ashgate Croft School.
- To promote continuity and coherence across the school.
- To develop staff confidence to deliver the subject.
- For students to fulfil their potential in History in a supportive and differentiated atmosphere.
- To provide a multi-sensory, hands-on approach to the teaching and learning of History.

Procedures and Practice

Teaching

Planning

Each department has a long term plan in place for History. History is taught three terms per year within a topic which is changed each term. Teachers are responsible for completing medium term planning on the school format each term. Teachers use Equals documents, National Curriculum and Secondary Schemes of Work to inform medium term planning. All staff receive regular, concise termly feedback on medium term planning from the History subject leader.

What/When is History taught

PRIMARY DEPARTMENT (EYFS & Key Stages 1 & 2):

What: Follow a long term plan of 'topics' which is on a 4 yearly rolling programme. The topics are taken from the National Curriculum and Equals documents which are adapted to suit the learning needs of the pupils.

When: Pupils have the equivalent of one History lesson per week. As the primary curriculum is topic based then teachers can choose at what point in the term they teach History. For example in a 6 week term they will teach an equivalent of 6 lessons but this may be done as 2 full days of History. In sensory classes history is taught as a full day once per term following the topics on the primary LTP.

MIDDLE DEPARTMENT (Key Stage 3):

What: Follow a long term plan of 'topics' which is on a 3 yearly rolling programme. The topics have been set on the new KS3 curriculum, which are adapted to suit the learning needs of the pupils.

When: Pupils have one full day of History each term.

UPPER DEPARTMENT (Key Stage 4 & 5):

What: Follow long term pathways of 'topics'. Within the Upper department there are three different pathways of yearly 'topics'. The PMLD and SLD pathways are on a 5 yearly rolling programme and the MLD pathway is on a 4 yearly rolling programme. The topics are taken from the National Curriculum, Equals documents and KS3 schemes of work which are adapted to suit the learning needs of the pupils.

When: Pupils have one full day of History each term.

Agreed procedures

- History is taught using a wealth of multi-sensory, hands-on activities and genuine artefacts to support learning.
- History is taught through classroom discussions, drama, role-play, the making of art work and visiting professionals.
- First hand experiences are encouraged through visits to historical sites and museums.
- All teaching is broad, balanced and differentiated by teachers to ensure that student's individual needs and abilities are met.
- ICT is used to assist in the teaching of History for example the use of communication aids; switches; Espresso; DVD's; computer programmes; games and CD's. Pupils have the opportunity to use the digital camera to record and use photographic images.
- The teaching of History is cross-curricular contributing to the teaching of Mathematics, English, Personal, Social and Health Education and Citizenship.

Assessment

Across school teachers complete learning outcome sheets to assess and monitor pupil progress with in lessons/blocks of work. Throughout the year the History subject leader moderates work from all classes in school which have already been moderated by the class teachers in order to reduce conflicting levels.

- In the EYFS & Key Stages 1 and 2 History is assessed through regular teacher assessment and through moderation of pupil's work.
- In Key Stages 3, 4 and 5 teachers set students individual learning outcomes for the History days and record progress against these outcomes.
- Our sensory learners are assessed on Engagement steps. Our non-subject specific learners have their responses recorded on Evisense and then assessed on Engagement steps.
- Self-assessment is done each lesson by those pupils that it is appropriate for.

Parent/Carer Involvement

Parents/Carers are made aware of topics to be covered at the beginning of the term.

Parents/Carers are informed of progress in History within annual reports.

Across the school teachers send a mixture of homework for Parents/Carers to complete with their child/young person; this may include work linked to History tasks.

Equal Opportunities

All pupils in school, irrespective of age or ability have access to a curriculum which is differentiated to meet their individual needs.

See Equality Policy.

Role of the Subject Leader

- To keep up to date with government initiatives related to History.
- To participate in relevant training to support a broad knowledge of the History Curriculum across all ages and abilities in school.
- To monitor teacher's medium term planning for History across the school.
- To monitor and check teacher's moderation of pupil's work.
- Work with Deputy Head to monitor progress in History.
- To support teachers in ensuring History is delivered effectively across the school, this may include peer observations of/shadowing good practise.

Monitoring of the policy

The Subject Leader will monitor and offer advice on medium term plans each term.

Children's Rights

Within History the Children's Rights which are developed are:

Article 12 - Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

Article 13 - Every child must be free to say what they think and to seek and receive information of any kind as long as it is within the law.

Article 17 - Every child has the right to reliable information from the mass media, television, radio, newspaper and other media should provide information that children can understand. Governments must help protect children from materials that could harm them.

Article 23 - A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community. Governments must do all they can to provide free care and assistance to children with a disability.

Article 28 - Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children's human dignity. Wealthy countries must help poorer countries achieve this.

Article 29 - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 30 - Every child has the right to learn and use the language, customs and religion of their family whether or not these are shared by the majority of the people in the country where they live.

Article 31 - Every child has the right to relax, play and join in a wide range of cultural and artistic activities.

REFERENCES

- National Curriculum
- Equals Curriculum
- Primary, Middle and Upper Long Term Plans
- Secondary Schemes of Work
- Equality Policy