

ASHGATE CROFT SCHOOL

HISTORY POLICY



Approved by Curriculum & Progress Committee meeting: 17th November 2016

Minute No.: 46.4/16 (C/P)

To be reviewed by: Autumn 2018

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 and a short term planning sheet each week. Teachers use the EYFS curriculum, Equals documents, National Curriculum and Secondary Schemes of Work to inform medium and short term planning. All staff receive regular, concise termly feedback on medium term planning from the History subject leader.

What/When is History taught

EARLY YEARS FOUNDATION STAGE (EYFS):

What: Students in the EYFS follow the same curriculum and timings as the primary department, however their learning objectives come from the Early Learning Goals prime area 'Understanding the world' of the EYFS curriculum (please see the EYFS Curriculum policy).

When: Pupils have the equivalent of one History lesson per week. As the EYFS 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.

PRIMARY DEPARTMENT (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.

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.

MIDDLE DEPARTMENT (Key Stage 3):

What: Follow a long term plan of 'topics' which is on a 3 yearly rolling programme. Within each topic teachers are provided with a scheme of work written by the Subject Leader which includes possible teaching activities, learning objectives, learning outcomes and resources.

When: Pupils have one discrete History lesson a week for three terms per year.

UPPER DEPARTMENT (Key Stage 4 & 5):

What: Follow a long term plan of 'topics' which is on a 5 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 half term.

Agreed procedures

- History is taught using a wealth of multi-sensory, hands-on activities and genuine artefacts from the School Library Service 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 students 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. History data is analysed annually by the assessment co-ordinator and fed back to the subject co-ordinator. In addition to this:

- In the EYFS each child's progress should be assessed against the relevant EYFS Early Learning goals each term that History is taught. Goals achieved should be highlighted and % achieved recorded on the assessment and tracking document. Data should be passed to assessment co-ordinator (see the EYFS policy for more details).
- In Key Stages 1, 2 and 3 History is assessed through regular teacher assessment and through moderation of pupil's work.
- In Key stage 4/5 teachers set students individual learning outcomes for the History days and record progress against these outcomes.

- PMLD students are assessed against the MSI and PMLD Assessments.
- 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 (this includes attainment levels).

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 and short 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.
- To source and purchase history resources and artefacts from the School Library Service.

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

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