

History Policy

Meir Heath Academy



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| Approved by: | Mrs M Southern / Mr J Spencer | Date: 16.10.17 |
| Last reviewed on: | Sept 2015 | |
| Next review due by: | Sept 2018 | |

Introduction

This policy reflects the values and philosophy of Meir Heath Academy in relation to the teaching and learning of History.

It gives a framework within which all staff, both teaching and non-teaching, work. It gives guidance on planning, teaching and assessment.

The implementation of this policy is the responsibility of the teaching staff and responsibility for monitoring and review rests with the History co-ordinator.

Subject Aims

History is a foundation subject within the National Curriculum 2014. The aims of teaching History at Meir Heath Academy are consistent with our school philosophy and take account of the National Curriculum 2014 objectives in key stage one and two.

(https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239035/PRIMARY_national_curriculum_-_History.pdf) History will be taught through a topic based approach whenever possible using a range of resources to support planning, teaching and assessment.

The aims of History are:

- To give children a sense of their own identity within our social, political, cultural and economic background and relationships
- To prepare children for living and working in the contemporary world
- To fulfil the requirements of National Curriculum 2014
- To ensure the progressive development of historical concepts, knowledge, skills and attitudes
- To provide a History curriculum which is broad, balanced, relevant and differentiated
- To promote positive attitudes towards and enthusiasm for History work in school
- To help children to study life in the past – the thoughts, beliefs, emotions, problems and actions of people who related to each other and their environment
- To help children gain a level of historical understanding appropriate to their age, ability and maturity
- For children to value History as a subject in its own right as well as understanding its contribution to other curriculum areas and cross-curricular themes and dimensions

Through History we can also:

Improve pupils' skills in English, Maths and ICT.

Develop pupils' thinking skills

Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues

In the teaching and learning of History, we can identify a number of objectives for the children. These are:

- To develop an awareness of the nature and use of evidence

- To develop a sense of chronology and time
- To build up knowledge of events and people from the past
- To appreciate thoughts, beliefs, motives and actions of people in the past
- To develop and use correctly historical language and a vocabulary of historical terms
- To build a framework of historical facts
- To encourage children to interpret, explain and ask historical questions, for example: Why did this happen? How do we know this is true?

In the teaching and learning of History, we aim to develop concepts, skills and attitudes.

| Concepts | Skills | Attitudes |
|-------------------------|-----------------------------|-------------------------|
| Change | Arguing | Curiosity |
| Cause and effect | Reasoning | Imagination |
| Similarity & Difference | Thinking | Empathy |
| Chronology | Using evidence | Understand others views |
| Time | Using historical vocabulary | |
| Continuity & Change | Sequencing | |
| | Ordering | |
| | Interpreting | |
| | Understanding | |
| | Explaining | |
| | Deducing | |

In learning in History, pupils will:

- Use a range of sources such as museums, the local environment, sites, photographs, portraits, artefacts, written materials, music, ICT based materials, data, TV/video extracts, local visitors with personal experiences of events/places.
- Investigate significant issues from the past.
- Work in a variety of contexts – individually, in groups and as a whole class.
- Present their knowledge and understanding in a variety of ways such as through drama, art, models, various writing styles/genre, collage, timelines, sketches and maps.
- Use role play to develop understanding and empathy.
- As they grow in confidence, begin to pose and investigate their own questions about the past.

Curriculum and School Organisation

In order to achieve the aims outlined previously, History work at Meir Heath Academy is organised into topic units of work at both Key Stage 1 and Key Stage 2. In both Key Stages, History is identified and valued as a subject in its own right. Certain units at both stages provide opportunities for the development of cross-curricular themes, dimensions and skills.

Wherever possible the units of work for History are enriched by looking at the history of the local and regional area and how this relates to British and World History.

Children in both Key Stages may occasionally be asked to undertake some homework activities or tasks as part of their history work. This could involve for example, completing a questionnaire or researching information about an aspect of a period in history.

People with an interest in or expertise in a particular topic or area of history may be invited into school to work with the children. Such visitors may include parents, grandparents, and people from the local community.

In order for our teaching staff to follow the National Curriculum 2014 objectives efficiently and fluently, we have been using *Wordsmith*, which has good quality texts and e-books available on many History topics, e.g. The Shang Dynasty (Y4) and this also allows for teaching staff to plan for extended writing within the subject, which will help the assessment of writing within English. Ultimately, allowing children to embed their writing skills within any subject or topic they may encounter.

Each class teacher ensures that throughout the year History Programme of Study specified in the National Curriculum 2014 document are covered in the correct amount of detail. Planning on a weekly basis takes account of the work to be covered in a History topic.

Class Organisation and Teaching Style

At Meir Heath Academy class teachers are responsible for their own class organisation and teaching style while ensuring that these complement and reflect the overall aims and philosophy of the school. Children may be grouped according to age, ability or other criteria such as friendship. Such groupings are organised so as to promote cooperation and effective learning and understanding. Every effort is made to ensure that work is differentiated and matched to each group. Whole class teaching may take place. The organisation of the class will be matched to the learning task or activity, the History topic being studied and resources being used.

It is also the responsibility of teaching staff to enhance children's learning wherever possible with 'learning outside the classroom' activities or planned trips, depending on the topic.

Equal Opportunities

All teaching and non-teaching staff at Meir Heath Academy are responsible for ensuring that all pupils, irrespective of gender, ability, ethnicity and social circumstances, have access to the whole curriculum and opportunities to make the greatest progress possible in all areas of the curriculum. Every member of staff is responsible for the day-to-day operation of the policy in terms of promoting good practice.

Special Educational Needs

It is especially important that those children with special needs have full access to History. Pupils' experiences should be identical but not necessarily the outcome.

Gifted/Talented Children

We recognise the importance of making adequate educational provision for all the children in our care, regardless of individual ability. To this end, we ensure that work provided is appropriately challenging for children across the entire spectrum of educational ability and achievement from those with special educational needs, to those who have been identified as being 'gifted' within each year group. Such provision will be incorporated into each teacher's planning where appropriate.

Computing

It is a requirement of the National Curriculum 2014 that all children be given the opportunity to develop their ICT skills in the History programme of study and resources reflect opportunities to develop ICT within History topics.

Evaluation

Evaluation is carried out to enhance the teaching and learning of History within our school. It is the responsibility of all teaching staff to monitor and evaluate the curriculum provision made for History within the school, in order that pupils make the greatest possible progress.

Evaluation includes a regular evaluation of the content of the History Curriculum to ensure that requirements of the National Curriculum 2014 document are being fulfilled in the best possible way. This involves reviewing the coverage of the programme of study at each Key Stage. Pupils' progress and performance is evaluated, taking account of factors which may influence this, such as teaching methods, resources, schemes of work and accommodation.

Evaluation may be through a number of methods including:

- The assessment of pupils' work and their achievements
- The analysis of teachers' planning
- Discussion amongst groups of staff or the whole staff
- Discussion with pupils
- Evaluation sheets completed at the end of each topic.

Date of Policy: October 2017

**C A Pickering
History Coordinator**