

# History Policy

## Meir Heath Academy



**Approved by:** Mrs M Southern

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**Next review due by:** September 2023

## **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](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 progression through history which children should experience should include; family history, local history, history of our own country and the wider world. The quality of the history curriculum taught should ensure that children are ready for the next stage of education.

### **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 help children to understand the complexity of people's lives and the concept of change.
- 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 promote the understanding of diverse societies as well as their own identity and challenges of their time.
- 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 and promote pupils' skills in English (reading and writing), Maths, Science, Art Religious Education, PHSRE and ICT.

Develop pupils' thinking skills Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues.

### Objectives

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 from a variety of backgrounds and cultures.
- To appreciate thoughts, beliefs, motives and actions of people from the past from a variety of backgrounds and cultures.
- To develop an understanding and correctly use historical vocabulary and abstract concepts such as 'empire', 'civilisation' and 'parliament.
- To build a framework of historical facts.
- To encourage children to interpret evidence and its reliability as a source.
- Understand key aspects of history from our own lives, community, country and the wider world including ancient civilisations.
- To 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
Continuity and change	Arguing	Curiosity
Significance	Reasoning	Imagination
Cause and consequence	Thinking	Empathy
Similarity and difference	Weigh evidence	Understanding
Connections	Using and understanding historical vocabulary and abstract terms	
Migration	Sequencing/ordering	
interpretation	Interpreting	
Diversity	Understanding	
Time/chronology	Explaining	
	Deducing	
	Draw contrasts	

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, maps, videos, voice notes and presentations.
- Use role play and debates 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, speaking to familiar adults 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 aim to use a variety of engaging, high quality texts, artefacts, sources and online resources to support our children's understanding and promote their reading and comprehension throughout each topic.

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 and half termly 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. Teachers should ensure that retention and retrieval skills are incorporated into each lesson so that children have the opportunity to recall and revise facts and skills previously taught. The teaching of history should focus on the key historical concepts that children should learn at each appropriate stage. Marking of the subject should be in line with the school's marking policy and teachers should be used to assess pupil's understanding and address gaps. Children may be grouped according to, ability or other criteria such as friendship. Groupings are to be 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. 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, visitors 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. The use of computing and iPads will be used as a tool to enhance the history curriculum.

## **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, data and their achievements.
- The analysis of teachers' planning.
- Discussion amongst groups of staff or the whole staff.
- Discussion with pupils.
- Evaluation of topic coverage.