

History Policy

Meir Heath Academy



Approved by: Mrs M Southern

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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 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 and objectives of History are:

This curriculum inspires our young historians to flourish by gaining a deep, well-rounded and chronologically coherent understanding of local, national and internationally significant periods, events and historical aspects. Our children will leave us feeling a sense of own identity within our social, political and cultural backgrounds. By making clear links to second order skills within each lesson and having several 'Golden Threads' running through the units to make a historical curriculum which is inspirational and results in pupils gaining age-appropriate historical understanding.

An ambitious, motivating and knowledge-rich curriculum enables pupils to:

- Develop a chronological understanding of the UK, as a diverse society; including its interactions with the wider world.
- Systematically develops a wide and deep understanding of historical substantive concepts, such as *power, rebellion, industry, civilisation and empire*

- Exposes children to significant ancient civilisations, empires and non-European societies.
- Draws connections between different aspects of regional, national and international history as well as understanding their contribution to other curriculum areas.
- Develops the disciplinary knowledge essential to developing historical understanding, including knowledge of the process of historical enquiry, understanding cause and consequence, understanding that different versions of the past exist and using a variety of historical sources of evidence.

This process of knowledge acquisition begins in EYFS with a focus on family history and familiar aspects of the past e.g. the seaside. Children, in KS1, look at national significant individuals from the past who have impacted global achievements e.g. Florence Nightingale, Grace Darling. This component learning is undertaken whilst children also build knowledge of substantive concepts and slowly enrich their chronological schema. Children learn to ask questions, use different sources and begin to understand that the past can be represented in different ways.

In Key Stage 2, children' chronological frameworks are further developed, at a local, national and international level. This includes a focus, for example, on the Romans, Vikings, Ancient Egypt, Mayan and Benin civilisations. and a focused study of World War 2. Disciplinary knowledge also continues to be systematically developed accordingly, where children are explicit taught the second order skills need to become a confident historian.

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.

Concepts, Skills and Attitudes

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	Weighing 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.

Assessment in History

We believe in a broad and balanced curriculum and we assess children in the following subjects: Computing, History, Geography, Religious Education, Physical Education, Design and Technology, Art and Design, Music and Modern Foreign Language (MFL). In History, we set targets at the beginning of the year and formally assess at the end of each term, using Arbor. We highlight and annotate the BTSA progression document (one per class) as part of our weekly planning cycle. In order to complete this document, every lesson has an exit question directly linked to the learning objective where pupils record a voice noted explanation. This allows us to see what they have achieved and what their next steps need to be. As part of the Key Stage History scheme that we follow with History, we complete the end of term assessments (1 per term) which also contributes to our progression documents. These progression documents then inform our termly assessment decisions on Arbor. Progression documents are saved and completed electronically on Showbie and are a running document that gets passed on to the next year group. Each year group has a different colour to highlight (EYFS- pink, y1-blue, y2-green, y3-red, y4-yellow, y5-orange, y6purple).

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.

Inclusion

At Meir Heath Academy teachers set high expectations for **all** pupils. Teachers take account of their duties under the equal opportunities legislation that covers race, SEN / disability, gender, religion or belief and sexual orientation. They plan, using adaptive teaching methods in order to stretch those pupils who are working significantly above expected standards, and for those pupils who have low levels of prior attainment and or are from disadvantaged backgrounds. Teachers use appropriate assessment in order to set deliberately ambitious targets. Teachers ensure that there are no barriers to learning and that **all** pupils access the full curriculum.

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.