



pupil voice



respect



independence



dignity



entitlement



HISTORY POLICY

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An academy within:



“Learning together; to be the best we can be”



Introduction:

This policy details the ethos and philosophy in relation to the teaching of History.

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims:

At Kelford we aim to provide practical learning experiences which teach pupils to develop their own identities through an understanding of history at personal, local, national and international levels. History is a foundation subject with strong links to other subjects and thematic learning. It helps pupils to ask and answer questions of the present by engaging with the past. The History curriculum should provide:

- Opportunities for pupils to engage with learning about former significant events and people of importance from the past.
- Equal opportunities to access the curriculum irrespective of race, gender or ability.
- Opportunities for pupils to make informed choices and develop independent life skills.
- A range of experiences that will develop a pupil's ability to work more effectively as both part of a team and an individual.
- The ability to study and understand their own History and former past.
- Access to research Historical events.
- Access to a range of Historical Artefacts.

Objectives:

History teaches pupils about previous events and times of the past. It enables pupils to recognise the differences in time periods including differences in clothing, food and actions. Significant events are taught and explored along with teaching of time periods. Pupils will have the opportunity to learn of significant people and figures of the past that have helped to shape our current world. History at Kelford should encourage students to be:



- **Successful Learners** – who engage with a range of complex issues in rich and varied contexts. Pupils will learn about significant ideas and events that have shaped our world as well as relating the past to the present and to their lives.
- **Confident individuals** – who have a sense of self-worth, make informed choices, become increasingly independent and are open to challenging ideas and gaining inspiration offered by the achievements of significant people.
- **Responsible Citizens** – who ask questions and discuss ideas relating to the world they live in today. This helps them to be more aware of the world they are living in and how they can be as responsible as possible and contribute positively.

Through Historical teaching, Kelford School wants to provide the opportunities for our pupils:

- To appreciate the achievements of people and societies of the past.
- To understand that actions have consequences by considering the results of events and decisions.
- To recognise the differences and similarities between cultures and within cultures over time.
- To provide opportunities to discuss and explore the nature of diversity of society in Britain and the wider world.
- To provide opportunities to explore a range of sources of information including
- ICT and web based information.
- To develop the skills of working together, problem solving and improving own learning and performance.

Delivery:

History is taught throughout Key Stages 1, 2 and 3, through the Humanities element of the thematic units of work. History is taught as a discreet subject through all Key Stages and links to the overarching theme were possible.

The History Long Term Plan identifies which aspects of History are covered. These are cross referenced to the Programmes of Study to ensure that pupils receive their statutory entitlement to History throughout each academic year. A breadth of different History topics is taught across Key Stages 1-3. The Medium Term Planning from class teachers then identifies which aspects of History will be covered each half term based upon the Scheme of Work.

For many pupils at Kelford School, a sensory approach will be necessary to allow full access to the programmes of study. Pupils are taught using strategies of personalisation to allow equal access to the whole curriculum.

History at Kelford School sees students looking at artefacts when thinking about the past and comparing to the present day. Old maps and photographs of the local area when thinking about their environment and visiting places such as The Royal



Armouries and Jorvic to see places which reinforces their learning in history through first hand experiences. Pupils studying History compare the past to the present and develop a chronological order of events. Pupils studying History find evidence, discuss it and communicate their opinions.

In the teaching and learning of History, we can identify a number of specific areas of knowledge, concepts, skills and attitudes including:

- Concepts, Skills and Attitudes
- Change, Reasoning and Curiosity
- Cause and effect, Critical thinking and Imagination
- Similarity and difference, Using evidence / sources, demonstrating empathy
- Chronology Historical vocabulary and an Understanding of viewpoints
- Time Sequencing and Resilience
- Continuity and change along with Interpreting skills
- Explaining
- Questioning

Long Term Plan (Breadth and Coverage):

Key Stage 1	Half term 1	Half Term 2	Half term 3	Half term 4	Half Term 5	Half Term 6
Year 1	Events Beyond Living History	Changes within Living Memory	Astronauts	Not Taught	The Great Fire of London	Significant Individuals
Year 2	Not Taught	Historical Heroes and Heroines	Not Taught	Sporting Heroes	Not Taught	Not Taught

Key Stage 2	Half term 1	Half Term 2	Half term 3	Half term 4	Half Term 5	Half Term 6
Year 3	Who are the Egyptians?	Who are the Egyptians?	Look at the life in Ancient Greece	Not Taught	Not Taught	Not Taught
Year 4	Life in the Roman Times	Who were the Vikings?	Anglo Saxons	Not Taught	Not Taught	Not Taught
Year 5	The Great Fire of London	Not Taught	Battle of Britain	World War II	Not Taught	Not Taught
Year 6	Kings and Queens	History of Modern Migration	History of Transport	Not Taught	Not Taught	Not Taught

Key Stage 3	Half term 1	Half Term 2	Half term 3	Half term 4	Half Term 5	Half Term 6
Year 7	Changes over the last Century	Significant events in Space	Aztecs – Cities of Gold	The Tudors	Agriculture through time	History of Film
Year 8	Not Taught	Explorations	14 th Century Britain	Not Taught	Not Taught	Ancient Egypt
Year 9	Not Taught	World War II	Ancient Maya Civilisation	The Victorians	History of Computing	Charles Darwin

Responsibilities:

The **Senior Leadership Team (SLT)** is responsible for:

- Overseeing the whole school curriculum within each phase.



- Supporting and challenging the thinking of the staff within Primary and Secondary Departments.
- Monitoring progress through data analysis and pupil progress meetings.

The **Subject Leader** is responsible for:

- Ensuring coverage and breadth in the curriculum through long term plans to offer appropriate challenge.
- Developing and keeping policies and practice up to date.
- Ensuring pupil progress is tracked and measured through data analysis
- Provide leadership and direction for the subject while supporting, guiding and motivating teachers and other adults of the subject.
- Ordering and maintaining whole school resources to support learning.

The **class teacher** is responsible for:

- Ensuring children have access to a range of historical activities and artefacts. This should be demonstrated through planning.
- It is the responsibility of **all staff** to ensure the health and safety of all pupils and take responsibility for recognising and assessing hazards in a range of products, activities and environments.

Families Involvement:

Families have the opportunity to discuss their child's pathway and learning achievements at their annual review meeting and parent / carer meetings. They also receive a comprehensive annual report at the end of the year. Effective communication with parents / carers is vital in supporting each pupil. Families can support the teaching of History at Kelford School by:

- Applying knowledge, skills and understanding of History with their child at home
- Attending whole school events / family learning days.
- Attending parent / carers meetings and annual reviews.

Consultation and Engagement:

This policy was updated from previous policies by Alex Blake and Stuart Johnson and the current History National Curriculum.

Monitoring, Assessment and Recording:

History is currently assessed through evaluation of half termly personalised targets and termly assessment using P-Levels and Age Related Expectations. Progress is monitored in termly pupil progress meetings and History subject leader's scrutiny of planning and data. Progress is reported to families in parent carer meetings and in end of year reports.