



Policy Document Title:	History Policy
Reviewed:	07/20
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## **Philosophy**

History is the past and the study of the past. It explains how the past influences all the aspects of our lives and how it shapes the customs and beliefs of the communities to which we belong.

Spiritual, moral, social and cultural issues are explored, recognised, investigated and appreciated throughout this subject.

## **Aims and Objectives**

The aims of teaching history in our school are:

- To stimulate the pupils' interest in the past and so develop an understanding that enables them to enjoy all that history has to offer.
- To enable pupils to know about significant events in history and to appreciate how things have changed over time.
- To have some knowledge and understanding of historical development in the wider world.
- To help pupils understand society and their place within it so that they develop a sense of their cultural heritage.
- To develop the skills of enquiry, investigation, analysis, evaluation and presentation.

## **History Curriculum Planning**

We use the national curriculum guidance for history as the basis for our curriculum planning. The subject leader for history oversees the curriculum coverage and ensures that the requirements are met.

## **Teaching and Learning Styles**

History teaching focuses on enabling pupils to think as historians. We:

- examine historical artefacts and primary sources
- where appropriate, visit sites of historical significance
- encourage visitors to come into the school and talk about their events in the past

- help pupils to understand that historical events can be interpreted in different ways
- encourage pupils to ask questions.

### **Differentiations for Levels of Ability, Visual Impairment and Special Educational Needs**

History is taught to all pupils regardless of their ability or special need requirements. History forms part of the school curriculum policy to provide a broad and balanced education to all pupils.

Access is aided by

- Setting common tasks which are open-ended and can have a variety of responses.
- Setting tasks of varying difficulty, enabling all children to work to their full potential.
- Providing a range of challenges using different resources.
- Learning Support Assistant support available as required.
- appropriate print and font style, size and colour,
- Braille
- Use of i-pads
- Ensuring that off-site visits are accessible to all the group

Work for pupils in the Primary department is moderated and differentiated as necessary by the class teacher.

At Key Stage 3 History is delivered as a foundation subject, and within cross-curricular learning.

At Key Stage 4 pupils follow AQA GCSE or Entry Level courses. Some pupils will complete AQA Unit Awards.

### **Progression**

Each pupil will be encouraged to progress at his/her own pace to achieve their full potential.

### **Assessment Procedures**

Pupils are assessed by:

- Outcome
- observation
- Discussion
- questioning
- where appropriate, external examination or unit work

## **Cross-curricular learning**

Cross-curricular work offers a creative way to develop children's knowledge, skills and understanding while motivating them to learn through stimulating, interconnected topics. A study which crosses subject boundaries allows for investigations that engage children's imagination. It also gives teachers opportunities to encourage active enquiry, taking the initiative, and discussion and debate by children.

As history is above all the study of the human condition, it provides us with endless opportunities for fostering children's personal development.

In all cross-curricular topics, the history provides an ideal context for extending children's literacy, in speaking and listening, reading and writing.

Use medium and short-term plans to map the learning objectives for each separate subject to be included in the cross-curricular topic. Even though the teaching may be integrated, objectives should be identified as history, maths, geography, and so on.