



GRANGE SCHOOL

A Culture of Continuous Improvement

History Policy

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HISTORY POLICY

Grange School believes that History makes a valuable and distinctive contribution to pupils' education. Learning about the past and the methods used to study sources and draw conclusions help pupils understand and contribute to the world in which they live.

A topic-based approach to curriculum planning is employed within the school.

AIMS AND OBJECTIVES

To help pupils develop a sense of identity through learning about their family, the development of their community, Britain, Europe and the world.

- To introduce children to what is involved in understanding and interpreting the past.
- To develop a range of skills necessary for historical enquiry and interpretation.
- To arouse an interest in the past and an appreciation of human achievement
- To understand the present in the light of the past; the influence that events in the past have in shaping the present.
- To develop children's knowledge and understanding of major issues and events in the history of their own country and others.
- To acquire a chronological structure and language in order to provide a frame-work for understanding the past.
- To understand the difference between the past and present and that people of other times and places may have held different values and attitudes from ours.
- To enrich other areas of the curriculum.
- Begin to understand that they are part of a community, country and world, with their own heritages and histories.
- Develop an understanding of their own and their families' past.
- Begin to understand the concepts of 'past' and 'future'
- Use basic vocabulary related to time such as now, long ago, before, after
- Begin to understand that evidence of the past comes in many forms and to use this evidence to raise and answer questions and to make deductions about the past
- Place events, objects or pictures in sequence, giving reasons for doing so
- Place events and objects in chronological order use evidence to describe life in past times
- Communicate their knowledge and understanding of history in a variety of ways.
- Identify differences between past and present times
- Recognise similarities and differences between the past and present day
- Be introduced to the particular language of historical periods and to a range of historical concepts appropriate to their level of study
- Develop a knowledge and understanding of the links between history and other subjects within the curriculum and cross-curricular elements
- Understand that evidence from the past can be interpreted in different ways

- History in both key stages is taught in units which are History led, though related to other subjects where this helps pupils' understanding in each.

KEY STAGE 1

In Key Stage 1, pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past, including those from both Britain and the wider world. They listen and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present.

KEY STAGE 2

In Key Stage 2, pupils continue to develop a chronologically secure knowledge and understanding of British, local (This is done as Nigerian studies) and world History, establishing clear narratives within and across the periods they study.

They note connections, contrast and trends over time and develop the appropriate use of historical terms. They regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance.

KEY STAGE 3

In Key Stage 3, pupils' chronological knowledge of Britain, local and World history would have been extended and deepened such that it provides a well-informed context for wider learning. Pupils are taught to identify significant events, make connections, draw contrasts and analyse trends within periods and over long arcs of time.

They are learning at this stage to use historical terms and concepts in increasingly sophisticated ways. They are beginning to understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.

KEY STAGE 4

Candidates will be expected to:

Recall, select, organise and deploy knowledge of the syllabus content.

Demonstrate an understanding of change and continuity, cause and consequence, similarity and difference; the motives, emotions, intentions and beliefs of people in the past.

Comprehend, interpret, evaluate and use a range of sources as evidence in their historical context.

TEACHING AND LEARNING

Unit plans have been created as the basis of an outline scheme of work. Unit content shows a balanced coverage of the programme of study and an enquiry based approach to teaching and learning. Opportunity is given for study “in depth” in each unit plan. Across each Key Stage, unit plans provide experience of different sources including museums, site visits and of different historical perspectives.

Teaching should clearly focus on one or more of the key elements to identify objectives for learning: to develop knowledge and understanding of content in relation to historical concepts of period or situation, chronology, change and cause and consequence. Not all key elements need be developed in each unit.

The starting point for all work is to find historical activities which interest, motivate and challenge all pupils.

Pupils should be taught procedures and skill in using sources and gradually make more independent studies using these materials. Pupils should be taught to make judgements about evidence and be aware of different interpretations of the past.

Pupils should learn about attitudes and ideas of people in past situations and reflect upon them in debate, discussion and role play, recognising that we see the past through our own values.

Pupils should learn to draw their own conclusions about the past, based on evidence, imagination and questioning and present theirs in a variety of forms, including drama, poetry and display and sustained writing in different forms.

Pupils should read a range of historical material, including fiction. They should also watch documentaries on historical events.

Teachers should provide a balance in teaching approaches and identify a suitable progression in understanding and skills across each planning stage to continue to challenge pupils.

Teachers should attempt to make links between units of work and encourage pupils to use previous knowledge in approaching new work.

Pupils should be given opportunity to use ICT to communicate and handle information.

A variety of teaching methods best suited to activities and interests of the pupils will be used. These may include:

- Presentation by teacher including story telling
- Discussion and debate
- Question and answer
- Individual and group investigation
- Television, radio, tape, video, film
- ICT
- Role play and drama
- Visits to museums and historic sites(In the year 8 trip to France)
- Use of artefacts

ASSESSMENT AND RECORD KEEPING

In accordance with the school policy for Assessment and Record Keeping, pupil progress is monitored, assessed and recorded.

Students' books also give an indication of how students have been assessed. This is done through marking and grading of students work as well as the use of AFL documents pasted in the books.

PLANNING

History planning is informed by the content of the English National Curriculum. This information is developed by staff into Schemes of Learning (SOL) which is used to produce more detailed weekly and daily plans.

S.E.N.

In accordance with school policy on differentiation and S.E.N, all children are given work suitable to their age, aptitude and ability. Pupils can:

Work on same content at different rates and levels through open-ended tasks matched to individual or group needs

Be helped to understand historical events and developments through studying the lives of individual people

Be taught concepts through discussion, concrete examples and practical activities

Exceptionally able pupils need open-ended tasks which enable them to:

- tackle more complex issues
- understand more difficult concepts
- deepen and broaden their knowledge and understanding of the historical events on developments they are studying

- use a wider and more demanding range of sources

MARKING

Work is marked according to the school marking policy – which is dependent on purpose, age of child and ability of the individual.

INSET

This is determined by the school management plan, the needs of individuals, year groups, the availability and suitability of courses offered. Regular Wednesday training for the whole school is held. Departmental training as the need arises is also held.

CROSS CURRICULAR LINKS

Provision is made in the teaching of History for cross-curricular work e.g. PHSE and Citizenship, Literacy, Numeracy, Geography, Drama, Art, Design and Technology, ICT.

HEALTH AND SAFETY

The learning environment is safe. Checks are conducted to ensure that classrooms do not constitute a health hazard.