



HISTORY POLICY

The Beacon School

History Policy

Rationale

This policy outlines the teaching, organisation and management of History taught at the Beacon and should be read in conjunction with the National Curriculum programmes of study. History forms part of the school curriculum policy to provide a broad and balanced education to all pupils, whatever their ability. The majority of pupils who attend the Beacon require a curriculum that is taught in a practical, meaningful, age-appropriate way which is matched to pupil's individual needs. Pupils are provided with the opportunity to learn through activities which stimulate their senses, and by interacting with people. The study of History should help pupils to gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupil's curiosity to know more about the past. Pupils should be equipped with the knowledge to allow them to develop an understanding of 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. Pupils are taught to develop their skills of enquiry, analysis, interpretation and problem solving.

Aims and objectives

- To provide practical, meaningful experiences, at an appropriate development level, which allow the pupils to understand that life has been different in the past, and that there are experiences to be remembered, and sequences which are followed in our daily lives.
- To develop pupil's interest in the history of these islands, from the earliest times to present day. To offer pupils the opportunity to develop an appreciation of how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- To understand how the past was different from the present and that people of different times and places may have had different values and attitudes from ours.
- To develop pupil's knowledge of the lives of significant individuals in the past, and in the pupil's life time, who have contributed to national and international achievements.
- To develop pupil's interest in significant historical events, people and places in their own locality.
- To know and understand significant aspects of the history of the wider world.
- To visit places of historical value and offer an experience or event that can be simulated in a sensory way.
- To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance. To use these concepts to make connections, draw contrasts and begin to frame historically-valid questions.
- To sequence events and activities and develop a knowledge of chronology to organise pupils' understanding of the past.

- To understand methods of historical enquiry, including evidence and how it is used to make historical claims.
- To understand that historical events have an assortment of causes and that historical explanation is provisional, debatable and can sometimes be controversial.

Principles of Teaching, Learning and Progression

The whole school curriculum is highly differentiated for the pupils at the Beacon. It is accessed according to physical and sensory development. Communication aids support pupil's access to equipment and ICT. Teaching and learning in History will be in line with the school's Teaching and Learning Policy where provision is related to all learning styles and attainment, not age. Pupils are provided with adult support, technical aids and appropriate resources. Pupils are encouraged to work with others, listening to their ideas and treating these with respect. Wherever relevant, day trips should be organised to enrich the pupils' experience of the area of History that they are covering.

Breadth and Balance

Schemes of work are based on the History National Curriculum programmes of study.

- Lesson plans focus on specific learning objectives and class teachers may discuss these with the History Subject Leader on an informal basis.
- History topics are planned to allow pupils to build on their prior learning and offer an increasing challenge as they progress through the school.
- Pupils are given the opportunity to take part in role-play, discussions and presentations to the class.
- Pupils have the opportunity to study artefacts and learn through touch, sight, smell and noise.
- Wherever relevant, pupils are offered the opportunity to take part in practical historical research. This includes visits to places of historical importance that are within walking distance or a short bus journey as well as wider distances for travel.
- Teachers are aware of safety needs and make reference to the appropriate health and safety guidance and guidelines for educational visits.
- Pupils are given the opportunity to develop their Information Technology capabilities within the study of History.
- Teachers have a responsibility to include the key elements of history into their topics. These elements are intended as a guide to assist planning units of work. It may not be appropriate to include all elements within each unit of work.

The key elements are:

1. Chronological understanding
2. Knowledge and understanding of events, people and changes in the past
3. Historical enquiry
4. Understanding of a wide vocabulary of historical terms
5. Historical questioning and critical thinking

Cross Curricular Skills and Links

The Beacon has devised an integrated curriculum which actively seeks to promote links between subjects. Our belief is that pupils find learning more meaningful when they are able to make links between subjects.

English

The teaching of History promotes the skills of reading, writing, speaking and listening. Pupils are encouraged to develop their speaking and listening skills through the discussion and debate of historical questions and presentation of their findings to the class. Writing is developed through the composition of historical narratives.

Mathematics

The teaching of History contributes to the teaching of Mathematics in a variety of ways, including; data handling, use of time-lines and the interpretation of information presented in graphical form.

ICT

In History pupils' ICT skills are enhanced by the researching of information using the internet, data handling and the presentation of information using word document and power-point.

Geography

The teaching of History supports the teaching of Geography through map skills and developing an understanding of the journeys made by people in the past and changes to the environment, past and present.

Personal, Social and Health Education and Citizenship

The teaching of History contributes significantly to Personal, Social and Health Education and Citizenship. Pupils develop self-confidence by being afforded opportunities to explain their views on a number of social questions, such as; poverty and homelessness. Pupils have the opportunity to discover how to be an active citizen in a democratic society through the learning and understanding of how laws are changed, how to recognise and challenge stereotypes and to appreciate that racism is a harmful aspect of society. Pupils are taught that society is made up of people from different cultures. Through the study of history pupils begin to develop tolerance and respect for others.

Spiritual, Moral, Social and Cultural Development

Pupils are supported in their spiritual development through the teaching of history, including; the role of the church and changes over time to British society. Pupils are enabled, through the study of history, to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today. Historical study contributes to pupils'

appreciation of what is right and wrong by raising many moral questions that can be discussed and debated.

Equal Opportunities

History is presented in such a way that all pupils have access to the learning experiences. A sensory approach ensures that pupils interact with the real world in order to see changes in themselves and differences in time and place. The materials and resources used avoid stereotyping and bias towards gender, role and race. The Beacon has an Equal Opportunities Policy.

Health and Safety

All activities both within school and on educational visits follow the schools' Health and Safety Policy, individual pupil risk assessments and the KCC document; Management of off-site school visits.

Assessment and Recording

Work is marked in accordance with the school's Marking Policy and this process contributes to formative assessment in this subject. Pupil's work is also assessed by making informal judgements through observations made during lessons. This helps to inform future planning. Pupils are given the opportunity for self-assessment and to reflect upon the knowledge and skills that they have developed. Pupils are set suitable learning challenges that reflect their individual needs.

Subject Leaders

Subject leaders ensure curriculum continuity and best practice for pupils in all key stages (EYFS – Sixth Form).

Subject leaders are responsible for ensuring practice matches policy and they have opportunities during the academic year to monitor and support learning and teaching within their subjects.

Monitoring and Review

The History Subject Leader has responsibility for monitoring the standard of pupils' work and the quality of teaching in History. The subject leader will support colleagues in the teaching of history.

Resourcing

Funding will be within the school budget plan for each financial year. Monitoring processes identify resourcing needs and these are added to the subject development plan.

Conclusion

This policy should be read in conjunction with the following policies:

Teaching and Learning Policy

Assessment and Record Keeping

Responding to pupils work/Feedback/Marking Policy

Equal Opportunities Policy

Health and Safety Policy

Review

This policy will be reviewed bi-annually.

UPDATE SCHEDULE

Version	Reviewed	Reason for Update	Next review date
1	Sept 2016	Transfer to single school	Sept 2018