

MARISH

ACADEMY TRUST



History Policy
2018

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If you don't learn history then you don't know anything. You are a leaf that doesn't know it is part of a tree.

Michael Crichton

1 Introduction

Within Marish Academy Trust we believe that history is an essential part of the curriculum and is best learned through the exploration and investment of childrens' knowledge. We do this through the use of all of the senses (touch, taste, smell, sight and sound) and encourage children to develop their research and investigating skills. History provides a means of exploring, appreciating and understanding the world in which we live in. It fires pupils' curiosity about the past in Britain and the wider world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, pupils develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience, and understand more about themselves as individuals and members of society. What they learn can influence their decisions and personal choices, attitudes and values. In history, pupils find evidence, weigh it up and reach their own conclusions. To do this pupils, need to be able to research, sift through evidence and argue for their points of view-skills that are prized in adult life.

2 Aims

The national curriculum for history aims to ensure that all pupils:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed History – key stages 1 and 2

Delivery of the Curriculum

Foundation Stage

Teaching in the Foundation stage is cross-curricular over the seven areas of learning. Pupils are provided with opportunities to experience history through interactive learning and talk about events, people and places that have significance in their own lives. They are encouraged to explore, experiment, question and find out about their environment and its local history in a relevant and practical manner.

Key Stage 1 and 2

By the end of each key stage, pupils are expected to:

- know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content

Key stage 1

- Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.
- They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- They should use a wide vocabulary of everyday historical terms.
- They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.
- Changes within our living memory should be used, where appropriate, to reveal aspects of change in national and local life.
- They should explore events beyond living memory that are significant locally, nationally or globally .
- Investigate lives of significant individuals and events in the past that have contributed to local, national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell].

Key Stage 2

Key stage 2 Pupils should:

- Continue to develop a chronologically secure knowledge and understanding of local, British and world history, establishing clear narratives within and across the periods they study.
- They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- They should construct informed responses that involve thoughtful selection and organisation of relevant historical information and develop empathy and understanding through practical learning.
- They should understand how our knowledge of the past is constructed from a range of sources and explore the relevance and accuracy of these through living history.

In planning to ensure the progression described above through teaching the local, British and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. There ever possible this learning should be enhanced through the use of artefacts to develop a sensory experience and exploration.

4 Inclusions

Equal Opportunities and EAL

At Marish Academy Trust we aim to provide quality equality of opportunity for all pupils whatever their age, ability, gender, race or background. We want all our pupils to achieve their full potential during their time with us. As such, teachers work to ensure that our expectations, attitudes and practices enable all pupils to reach their potential. Where particular pupils have learning and assessment requirements which must be addressed in order to overcome barriers to learning, for example as a result of disability, or linked to the pupils' progress in learning English as an additional language teachers take into account of these requirements by:

- Providing all pupils with EAL with opportunities to achieve in this subject area. When appropriate, activities are differentiated so that all learners can access the curriculum. At specific times, the EAL support team work alongside pupils to support them with their learning.
- Marish Academy Trust is committed to ensuring equal opportunities of all pupils with any form of disability and will ensure that disabled pupils are treated favourably in any procedures and practices. When a pupil's disability has been disclosed, the school will ensure reasonable adjustments are put in place so that they can have full access to the curriculum.
- History provides an opportunity for all pupils to explore equality issues – for example through the study of slavery, womens' roles and rights, freedom, democracy etc.

Special Educational Needs

The use of a practical and enquiry based approach means that pupils are able to work at their own level. The varied products of history mean that pupils with abilities in different areas will be able to achieve in this subject.

Hands on activities and well- managed group work and / or allowing children to collaborate means that pupils with reading or writing difficulties can be helped by other pupils. Teachers should be prepared provide activities or give extra help where needed. Well prepared stimulating activities should increase motivation and reduce problems of a behavioural or emotional nature.

In many cases the action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials. Where pupils need access to specialist equipment or adapted activities teachers will refer to and implement the pupils' statement of special educational needs and work closely with representatives of other agencies who may be supporting the pupil.

5. Assessment, roles and resources Assessment and record keeping

The Creative curriculum leaders, History subject leaders and senior management are responsible for observing practice and monitoring the quality and impact of History teaching and learning. Teachers analyse pupil's progress at the end of each school year to complete annual report to parents.

Resources

Each school has a wide range of resources to support the teaching of history. These are gathered as the budget allows. Resources for each year group are stored in individual classrooms and shared as needed.

In addition the subject leaders can provide access to a range of practical resources and external experts to enhance pupil's learning across the key areas studied.

ICT

ICT enhances our teaching and learning in History, wherever appropriate, in each key stage. Pupils will be provided with opportunities to develop and apply their ICT capability to support their learning in history. They will use the Internet selectively to find information, e-mail to communicate with people in other places and databases/ spreadsheets to handle and present information. Opportunities for embedded ICT as a tool to support learning and teaching are identified in curriculum planning.

Role of the subject leaders

- Monitoring and support to planning and ensure coverage of key skills
- Help and support colleagues to develop their subject expertise
- Access to practical resources artefacts and living history

6 & 7 Revision History

| Version | Date | Author | Comments |
|---------|------------|--------|----------|
| 1.0 | 19/08/2011 | HT | |
| 2.0 | 28/9/18 | RW/JD | |

| Version | Approved | Comments |
|---------|--------------|---|
| 1.0 | October 2011 | By Governing Body |
| 2.0 | October 2013 | Reviewed by LGB and ratified by Strategic Board |
| 3.0 | October 2016 | |
| 4.0 | October 2018 | |

Richard White – Teacher
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