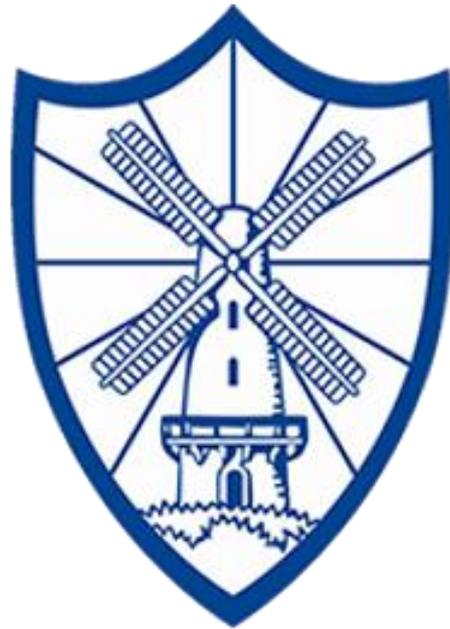




Meopham Community Academy



Enjoy, Learn, Aspire

History Policy

This policy was reviewed by: Sally Amor, Humanities Subject Leaders
Date: November 2017
Approved by Governors: November 2017
Next Review Date: November 2019

Vision

A high quality history education will help children gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire children's curiosity to know more about the past. Teaching should equip children to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. History helps children 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 challenges of their time.

Aims

- To 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.
- To 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.
- To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- To 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.
- To 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.
- To gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history and between short and long term timescales.

Objectives

These objectives are related to the Academy's planning schemes and form the basis of evaluation and assessment.

- To develop a sense of chronology and time.
- To develop an appreciation of continuity and change, cause and consequence.
- To develop a sense of empathy, which involves children appreciating the perspectives and motives of people in the past.
- To use and analyse historical evidence and begin to develop a critical awareness when looking at evidence.
- To develop the ability to pose historical questions and make informed judgements.

Curriculum Coverage and Progression

Foundation Stage

The children will develop concepts and skills through the Early Learning Goals in their Curriculum guidance.

Key stage One

Children 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 of 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 ways in which it is represented.

Children should be taught about:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries).
- The lives of significant individuals in the past who have contributed to 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).
- Significant historical events, people and places in their own locality.

Key Stage Two

Children should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods of 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. They should understand how our knowledge of the past is constructed from a range of sources.

To ensure progression, Teachers should combine overview and in depth studies, to help the children understand the long arc of development and the complexity of specific aspects of the content.

Children should be taught about:

- Changes in Britain from the Stone Age to the Iron Age (this could include Neolithic settlement Skara Brae, Stonehenge and Iron Age hill forts).
- The Roman Empire and its impact on Britain (could include Caesar's invasions, Claudius's invasion and Boudicca's resistance).
- Britain's settlement by Anglo-Saxons and Scots (could include the Roman withdrawal from Britain, Scot's invasion from Ireland to form Scotland and Anglo-Saxon invasions).
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (could include Viking invasions, resistance by Alfred the Great and Edward the Confessor).
- A local history study.
- A study of an aspect or theme in British history that extends children's chronological knowledge beyond 1066 (could include the changing power of a monarch, changes in social history or significant turning points in British history, such as the first railways or Battle of Britain).
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study (could include Ancient Egypt or The Indus Valley).
- Ancient Greece – a study of Greek life and achievements and their influence on the western world (could include Greek life, achievements and influence on the western world).
- A non-European society that provides contrasts with British history (could include Baghdad AD900, Mayan AD900 or Benin AD900).

Assessment

Assessment in the Foundation Stage is through observation and discussions with the children and is gauged against the Early Learning Goals and the relevant points in the Foundation Stage Profile.

For Key Stages One and Two, teachers record children's knowledge and understanding of each study unit using the Academy's foundations subject assessment sheet, noting down children who have achieved the expected requirements of the topic, those who have exceeded them and those who have emerging knowledge and understanding.

Monitoring

Monitoring will be carried out by the History Subject Leader. This will be carried out through book and planning monitoring and through talking to the children. This will be reported to the Leadership Team and the Governors will also be informed.

Learning Styles and the Learning Environment

Teachers will follow the Academy's guidelines on the teaching and learning cycle. There should be a teaching focus on developing children's self-evaluation skills to enable the children to become competent at evaluating evidence and questioning.

A variety of teaching approaches will be used at all levels. These will be supported through a wide range of sources, including books, maps, documents, pictures, photographs, artefacts, music, visits and visitors.

Children will be engaged in a variety of investigative activities. Investigation, research and enquiry will be the predominant teaching and learning styles, placing emphasis on the children's abilities to ask historical questions.

In order to break down some of the barriers that may constrain very able children, teaching and learning experiences should encourage all of the children to think creatively, explore and develop ideas and to try different approaches. All children should be encouraged to set their own questions, offer ideas, suggest solutions or explanations and reflect on what they have heard, seen or done in order to clarify their thoughts.

Inclusion and Equal opportunities

Delivery of this subject follows the Academy policy on Inclusion. Equal opportunities are given to all children, whatever their age, gender, ethnicity, attainment and background. The teaching and learning, achievements, attitudes and well-being of every child matters, taking into account their varied life experiences and needs. We monitor the progress of each child through agreed assessment procedures.

We pay attention to the provision made for the different groups of pupils within the Academy:

- Girls and boys
- Minority ethnic and faith groups, travellers, asylum seekers and refugees
- Pupils who need support to learn English as an additional language
- Pupils with additional educational needs
- Gifted and talented pupils
- Children 'looked after' by the local authority
- Other children, such as sick children; young carers; those from families under stress.
- Any pupils who are at risk of disaffection and exclusion

This provision is regularly considered and adapted accordingly. We promote the participation and the success of these groups of pupils and make sure that they are not disadvantaged within the Academy. We identify pupils who are underachieving or seem disengaged. We actively promote tolerance and understanding in a diverse society.

To overcome any potential barriers to learning in history, some children may require:

- Support to access text, such as through prepared tapes, particularly when working with significant quantities of written materials or at speed.
- Help in tasks that require extended writing to communicate their detailed ideas through alternative communication methods, such as the use of technology or speech to allow children to demonstrate their understanding and to maintain their concentration and motivation.
- Non visual means to access sources of information when undertaking historical enquiry.

All children should be included in outings. Special provision may need to be made for those with physical impairments and during the risk assessment visit, a special risk assessment may be necessary so that suitable arrangements can be made. Where possible, a responsible adult should be allocated to such a child to ensure his/ her safety, full inclusion and access to the outing.

In assessment, when judgement against descriptions is required, these should, where appropriate allow for the provision of equal opportunities and inclusion.

It is important that teachers have high expectations of children who are gifted in history and for classroom activities provide opportunities for gifted children to develop and apply their particular capabilities. A variety of strategies can be used to enrich and extend the curriculum for children who are gifted in history by:

- Giving them a problem to solve, such as 'Would it be different for a child growing up in Athens compared to one growing up in Sparta? Structuring history work around an enquiry question is the model of best practice in history teaching.
- Providing opportunities for them to carry out historical enquiries by drawing together information from a range of sources and then encouraging them to decide which sources are most useful and why.
- Providing opportunities to follow their own enquiry questions.
- Presenting them with conflicting evidence about a person or event and asking them to consider why opinions differ.
- Giving them a video of historical drama to watch, or an extract from a historical novel to read and asking them to evaluate it for historical accuracy.
- Linking the child with an expert in local history or an expert in the topic they are studying.
- Providing real research and presentation opportunities.
- Taking time to discuss issues with gifted children, in order to challenge their assumption and develop their thinking.
- Avoid giving them additional written tasks, encouraging them to communicate their understanding in a variety of ways of their choice.

Cross curricular Skills and Links

History pervades every aspect of our lives and culture. It is present in every part of the curriculum, for example

- Citizenship – Society is diverse due to historical events.
- Geography – where did the events happen?
- English – opportunities for critical reading, persuasive texts and diaries.
- Mathematics – timelines.

Health and Safety

All teaching and learning follows the Academy's Health and Safety policy. All outings will abide by the Academy's policies, in particular the 'Educational Visits Policy'.

Review

The Subject Leader produces a subject action plan annually, completed by the end of July.