

**CURRICULUM POLICY FOR HISTORY****INTRODUCTION**

Imagine a School that teaches History in a way that fires pupils' imagination, stimulates a life-long enjoyment of the subject, and promotes an understanding of the relationships between the past and the present. Pupils develop a sense of identity and a cultural understanding based on their historical heritage. Thus they learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today.

History is concerned with the study and understanding of the past and its relationship to the present. It helps pupils appreciate the history of their immediate environment and the history of the wider world giving them a sense of their own experience and place in local, national and international contexts. It gives an economic and industrial understanding through the study of differences of merging economies and factors influencing economic or industrial development, stagnation or decline.

**AIMS**

History is taught at Magdalen Court with the aim of getting pupils excited and enthused about the world around them, the people who live in it and their intricate pasts. The wide ranging course takes the pupils above and beyond more prescriptive curricula and the varied programme of assessment encourages high standards and high expectations. Cross-curricular opportunities are endless. History at Magdalen Court School encourages pupils to engage readily with their learning and they will find themselves departing school armed with the rounded skills of social, cultural and moral awareness that universities and employers value so highly. The aims of History in our school are:

- to foster in pupils an interest in the past and to develop an understanding that enables them to enjoy all that History has to offer;
- to enable pupils to know about significant events in British History and to appreciate how things have changed over time;
- to develop a sense of chronology;
- to know and understand how the British system of democratic government has developed and, in so doing, to contribute to a pupil's Citizenship education;
- to understand how Britain is part of a wider European culture and to study some aspects of European history;
- 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 in pupils the skills of enquiry, investigation, analysis, evaluation and presentation.

**It is our intention that History at Magdalen Court will:**

- Awaken a sense of awe and wonder in our pupils
- Help pupils understand the present in the context of the past
- Arouse interest in the past and encourage questioning and speculation
- Foster a sense of identity and an increased understanding of pupils' own position in their own community and the world at large
- Foster an understanding of various cultural backgrounds
- Contribute to pupils' knowledge of how societies and people have developed over time
- Enrich and support other areas of the curriculum
- Prepare pupils for adult life by helping them to understand the nature of the society in which they live
- Develop a sense of empathy and understanding of different cultures as well as develop a sense of the pupil's own identity
- Promote Citizenship

**History Curriculum Planning**

We use the National Curriculum for History as the basis for our curriculum planning in History. We ensure that there are opportunities for pupils of all abilities to develop their skills and knowledge in each unit and we build

planned progression into the scheme of work so that the pupils are increasingly challenged as they move up through the school.

We carry out curriculum planning in History in three phases (long-term, medium-term and short-term). The long-term plan maps the History topics studied in each term during each key stage; the History coordinator works this out in conjunction with teaching colleagues in each year group and the pupils study History topics in conjunction with other subjects, especially at Key Stage 1. Some topics have a particular historical focus and in Key Stage 2 we place an increasing emphasis on independent historical study. We teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding programme of study.

As the basis for our medium-term plans, we use the national scheme of work which gives details of each unit of work for each term. The History coordinator reviews these plans on a regular basis. Year group teachers create medium-term plans and evaluate these individually and as a year group. These plans are kept in the teacher's planning folder.

Each class teacher creates their own short-term plan for weekly History lessons. The class teacher keeps these individual plans.

### **Early Years Foundation Stage (EYFS)**

We use the document "Development Matters in the Early Years Foundation Stage" to inform planning in the Nursery and Reception classes. Our pupils learning experiences enable them to develop competency and skill across all the learning areas. The Early Years Goals are organised into seven areas and provide the basis for planning throughout the EYFS, thus layering secure foundations for future learning. We relate the History side of the pupils' work to the objectives set out in the EYFS Learning Goals which underpin the curriculum planning for pupils aged three to five. History makes a significant contribution to the EYFS Learning Goals' objectives of developing a pupil's knowledge and understanding of the world through activities such as dressing up in historical costumes, looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

The EYFS covers history topics through the specific learning area of Understanding the World. During the All About Me unit in the Autumn term, the specific learning goal, "Children learn about past and present events in their own lives and the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions", is met through Student of the Week sharing and parent visitors for Country of the Week presentations in Reception and family Photo displays in Nursery. Spontaneous learning opportunities include: providing role play opportunities with a variety of resources reflecting diversity, sharing stories to reflect the diversity of children's experiences, and visiting different parts of the local community.

To appreciate the approach in EYFS please observe the pupils in this area of the school and consult The EYFS Policy, the "*Statutory Framework for the Early Years Foundation Stage*" DCFS 2012, and "*Development Matters in the Early Years Foundation Stage*" British Association for Early Childhood Education 2012

### **Teaching and Learning Style**

History teaching focuses on enabling pupils to think as historians. We place an emphasis on examining historical artefacts and primary sources. In each key stage we give pupils the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events from the past. We recognise and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past. We focus on helping pupils understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as 'how do we know?', about information they are given.

We recognise the fact that in all classes there are pupils of widely-different abilities in History and we seek to provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the pupil. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty;
- grouping pupils by ability in the room and setting different tasks for each ability group;

- providing resources of different complexity depending on the ability of the pupil;
- using classroom assistants to support pupils individually or in groups.

Through historical activities and investigations we will provide an intellectually stimulating, enjoyable and coherent course at in the Junior school (Years 1-6) and KS3 (Years 7 and 8), leading to a bridging KS3/GCSE course during Year 9 for all students. GCSE History, for those who have opted, will be studied across Years 10 and 11. A programme of fun and stimulating educational visits are arranged in order to bring pupils' learning experiences to life.

In year 9 pupils will focus on British history by exploring the first world war in some depth. Pupils will study the causes of the war, trench warfare, the home front and the war's impact on the local community. Pupils will also study the role of the suffragettes in gaining the right for women to vote and connecting this to their First World War studies. The year 9 course is in preparation for the GCSE course starting in Year 10 which focuses on modern world history.

### **Skills**

It is our aim that the following skills are developed through our teaching of History:

- Evaluation and analysis of information
- Understanding of cause, change and consequence
- Questioning
- Debate
- Problem solving
- Use of historical vocabulary appropriate for the age of the pupil
- Sequencing of events, leading to the development of the concept of chronology
- Observation of differences over time
- Recognition of continuity over time
- Awareness of key historical themes and their development over time
- Understanding of cause and consequence and events recorded from differing viewpoints
- Recognition of the reasons for bias and prejudice
- Effective use of a variety of historical source materials
- Understanding of historiography and the way history is reported
- Communicate understanding orally, visually, in writing, through use of ICT or Drama

### **Equality of Access**

At KS1, 2 and 3 (Years 1 to 9), the department is committed to every student having equal access to the curriculum and to have the same opportunities to achieve success. Within this provision there is flexibility to engage in extension work for those students who are capable of dealing with it. These extension activities are highlighted in the schemes of work and should be made available at all times as students are taught mainly in mixed ability classes. However, within reason, all students should be given the same academic opportunities; however the work may be paced differently.

Where streaming takes place, there is room for movement between sets in accordance with end of rotation assessments. There are minimum standards which all students are expected to achieve at all key stages and the work of the department will be focussed on ensuring that every student reaches his/her potential and that success is celebrated for each individual at every opportunity. During Years 10 & 11 students may have opted to choose GCSE History. Most students are automatically entered for the higher tier examination (grades A\* -C) but some students, after consultation with their parents and the Subject Leader, may be entered for the foundation tier (grades C—G).

### **The Contribution of History to Other Subjects**

#### **English**

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in English are historical in nature. Pupils develop oracy through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters and through using writing frames.

## **Mathematics**

History teaching contributes to the teaching of Mathematics in a variety of ways. Pupils learn to use numbers when developing a sense of chronology through doing activities such as time-lines. Children also learn to interpret information presented in graphical or diagrammatic form, for example they study the impact of the plague by analysing population statistics.

## **Information and Communication Technology (ICT)**

We use ICT in History teaching where appropriate and we meet the statutory requirement for pupils to use ICT as part of their work in History at Key Stage 2. Pupils use ICT in History to enhance their skills in data handling and in presenting written work, and they research information using the Internet.

## **Personal, Social, Health and Economic Education (PSHEE) and Citizenship**

History contributes significantly to the teaching of Personal, Social, Citizenship and Health Education. Pupils develop self-confidence by having opportunities to explain their views on a number of social questions such as how society should respond to poverty and homelessness. They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognize and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

## **Spiritual, Moral, Social and Cultural Development**

When teaching History, we contribute to the pupil's spiritual development where possible, for example, with the Key Stage 1 unit of work, 'What are we remembering on Remembrance Day?' We also provide pupils with the opportunity to discuss moral questions, or what is right and wrong, when studying topics such as pupil labour in Victorian Britain. Pupils learn about the role of the church in Tudor times and they find out how British society has changed over time. The History programme of study enables pupils to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

## **Teaching History to Pupils with Special Educational Needs and Disabilities**

At our school we teach History to all pupils, whatever their ability. History forms part of the school curriculum policy to provide a broad and balanced education to all pupils. Through our History teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each pupil's different needs.

When progress falls significantly outside the expected range, the pupil may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the pupil to learn more effectively. This ensures that our teaching is matched to the pupil's needs. Where a child requires an Individual Education Plan (IEP); this IEP may include, as appropriate, specific targets relating to History.

We enable pupils to have access to the full range of activities involved in learning History. Where pupils are to participate in activities outside the classroom, for example, a visit to an historical site, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## **Assessment, Recording and Reporting**

**Assessment** is ongoing and varied throughout the study of each topic. Teachers will report back to pupils as to whether they have achieved the expected standard in relation to the objectives outlined. In the case of children with KS1, this feedback may often be verbal or formative feedback within the lesson. The principles of Assessment for Learning will be readily applied. Regular feedback with regard to presentation and expectations will form a key part of the teaching of this subject.

**Recording** by the teacher will take place using checklists and methods to record pupils' attainment, appropriate to the context of the set tasks. Over the course of their time at Magdalen Court each child will build up a record of topics covered, skills exercised and assignments completed so that they can reflect on their learning and development within the subject.

**Resources** specific to each topic are used as appropriate

- Reference (fiction/non-fiction) books

- Collections of video materials, pictures, photographs, maps, original documents, charts and artefacts etc. are used by individual class teachers who encourage pupils to search for artefacts within their own homes or families.
- Wherever possible educational visits are included in a history topic e.g. St John's House Museum, Warwick, Kenilworth Castle etc. making use of resources and locations accessible to school.
- The internet is obviously an excellent source of information and a wealth of research material is available to the pupils from this source. Teachers should check all sites prior to allowing pupils to access them and should draw the pupils' attention to the key informative and useful sites for research.

## **HISTORY CO-ORDINATION**

### **The subject teacher will:**

- Lead in formulating and revising Schemes of Work
- Oversee the planning process for the subject
- Consult and advise colleagues who are involved in the delivery of the subject
- Look for opportunities to develop the subject in a cross curricular context
- Identify resourcing needs and regularly update resources in the subject
- Liaise with outside agencies as appropriate.

### **Monitoring and review**

The monitoring of the standards of pupil's work and of the quality of teaching in History is the responsibility of the History coordinator. The work of the History coordinator also involves supporting colleagues in the teaching of History, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The History coordinator gives the Headmaster an annual summary report in which they evaluate the strengths and weaknesses in the subject, and indicates areas for further improvement.

Date: August 2016

Signed:



Principle