



Astrea Academy Trust

Greengate Lane Academy

History Policy

Name of school	Greengate Lane Academy
Date of policy	September 2023
Member of staff responsible	Kara Robinson
Link Governor	Simon Merrywest (Curriculum)
Review date	September 2024

Introduction

This policy outlines the teaching, organisation and management of history taught and learnt at Greengate Lane Academy. The policy has been drawn up as a result of staff discussion and its implementation is the responsibility of all teaching staff.

The responsibility for monitoring and review rests with the history subject leader, Kara Robinson.

The main purposes of this policy are:

- To establish an entitlement for all pupils.
- To establish expectations for teachers of this subject.
- To promote continuity and coherence across the school.

Aims and objectives

The aim of history teaching here at Greengate Lane Academy is to stimulate the children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, and through this they 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. In our school, history makes a significant contribution to citizenship education by teaching about the manner in which Britain developed as a democratic society. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.

The objectives of teaching history in our school are:

- to arouse interest in the past and stimulate children's curiosity into finding out more;
- to develop knowledge and understanding of how people lived in other times and how those times were different from today;
- to enable children to know about significant events in British history, and to appreciate how things have changed over time;
- to develop a sense of chronology; to encourage thinking about cause and effect, and how the past influences the present to experience a range of representations of the past;
- to develop the ability to communicate historical knowledge in a variety of forms;
- to understand how Britain is part of a wider European culture, and to study aspects of European history;
- to have some knowledge and understanding of historical development in the wider world;
- to help children understand society and their place within it, so that they develop a sense of their citizenship and cultural heritage;
- to develop in children, the skills of enquiry, investigation, analysis, evaluation and presentation.

Teaching and learning style

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources, and give children the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in 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 children understand that historical events can be interpreted in different ways, and that they should always ask searching questions (e.g. 'How do we know?') about information they are given.

We recognise that in all classes children have a wide range of ability in history, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, some children not completing all tasks;
- grouping children by ability in the room, and setting different tasks for each ability group;
- providing resources of different complexity, depending on the ability of the child;
- using teaching assistants to support children individually or in groups.

Emphasis is placed on the development of skills and a historical perspective alongside factual knowledge. A variety of teaching approaches are used:

- Teacher presentations, role play, drama, story telling.
- Question and answer sessions, discussions and debates.
- Individual and group research.
- Investigating artefacts and sources of evidence.
- Fieldwork, and visits to museums and sites of historic interest.
- Drama groups and guest speakers.

Promoting key skills through history Through our teaching of history, we provide opportunities for pupils to develop the key skills of:

- Communication, through reading and responding to a range of sources of information, when planning and carrying out historical enquiries, through taking part in discussions, and presenting findings in a variety of ways. Application of number, when using dates to calculate the length of time between events, or the average life span of people living in the local area from headstones, and through carrying out calculations from databases as part of historical enquiries into trends and developments
- Co-operation, through planning and carrying out historical enquiries that are classroom based or take place on a visit to a museum, gallery or site.
- Improving their own learning and performance, through reviewing their work at regular intervals, setting targets for improvement and assessing their achievement.
- Problem-solving, through finding out about the past by investigating a specific question or issue, deciding what information they need to know, identifying relevant sources of information and discussing their conclusions.
- Thinking skills, through work on processing and evaluating information, describing and explaining events and actions, and carrying out investigations of past events.

Adaptation/SEN

Teachers will tailor each theme to meet the needs of the children in their classes. To support this, children will explore a wide range of skills and techniques and work with a broad range of media to give them scope to work to their full potential.

External contributors

History gives opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights. British Values are supported throughout our curriculum.

External contributors e.g workshop leaders etc. may contribute to the history curriculum, adding memorable experiences and sharing their expertise alongside class visits to places of cultural interest. Their input is carefully planned and monitored so as to fit into and complement the programme.

Teachers are always present during these sessions and remain responsible for the effective delivery of the history programme.

Involving parents and carers

The school believes that it is important to have the support of parents, carers and the wider community for the history programme. Parents and carers are/will be given the opportunity to find out about and discuss art through:

- * Response to history comments on reports
- * Curriculum newsletters
- * Displays
- * History homework, where appropriate

Recording and tracking progress

To support the teacher in tracking each child's progress throughout the year, teachers record the progress of the whole class through termly assessment detailed above. This supports teacher overview and facilitates subject leader monitoring and moderation.

Assessment

Assessment is recorded against key statements for which pupils attain at, above or below the expectations for the year group. The results are used in reporting to parents at the end of the year, and used for data analysis. At the end of each academic year a review takes place where the features of the analysis feed in to the following year's action plan for the subject.

The Attainment Descriptors

The attainment descriptors used for history assessment at Greengate Lane are 3 fold to match with what the majority of schools are using, although their language may be different. At Greengate Lane we use the following language: Working Towards – not working at the age related expectation yet, expected – working at age expectation and Greater Depth – working beyond age expected expectation.

Health and safety

This needs to be read alongside our Health and Safety Policy and Educational Visits Policy.

Links to other policies and curriculum areas

We recognise the clear link between history and the following policies and staff are aware of the need to refer to these policies when appropriate.

- Teaching and Learning Policy
- Equal Opportunities Policy
- Child Protection Policy
- *SMSC Policy*
- *British Values*
- *Prevent Strategy*

Monitoring and evaluation

To monitor and evaluate history, the subject leader:

- supports teachers via co-planning, INSET, sharing good practice, giving feedback etc. All staff benefit from training in order to enhance their history delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided. In addition to this, support for teaching art is offered from experienced staff, drawing on staff expertise and/or a range of external agencies;
- reviews the subject at the end of year through data analysis, auditing, planning, and noting evidence of history teaching throughout the school;
- reviews resource provision;
- works co-operatively with the SENCo

Dissemination

This policy is available on our school website where it can be accessed by the community. Training is regularly delivered to staff on the policy content. Copies are available from the school office on request from parents/carers.

Policy Review

This policy is reviewed annually.