



LOCATION: CURRICULUM HANDBOOK, DOCUMENT 16

HISTORY POLICY

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Curriculum Intent for History at Abbey Court School

History is an enrichment subject for pupils at Abbey Court School. The aims are to enable children to explore and learn about their personal histories and histories of others, in turn gaining an understanding of themselves. History lends itself to enhancing skills learned in other subjects across the curriculum and develops research skills. The ambitions, in History, for pupils, are to encourage curiosity about Britain's past and that of the wider world, including History that is personal and meaningful to the individual pupils. Pupils develop their questioning skills and curiosity through exploring artefacts, through visits to historical places and by creating real life experiences e.g. dressing up in historical clothing. Teaching of History, at Abbey Court School, enables pupils to build upon their own values and morals, draw their own conclusions and understand the effects of actions and consequences.

1. Introduction

History is statutory part of the National Curriculum and, as such, is an entitlement for all pupils at Abbey Court School.

2. SMSC

Abbey Court School makes effective provision for spiritual, moral, social and cultural (SMSC) aspects of learning and thus promotes the development of the whole child. Abbey Court School values highly its work in personal, social, health, sex and relationship education and citizenship. We want pupils to become responsible adults and supportive citizens and seek to create an ethos and climate in the school which will help them to flourish as young people, therefore we actively promote and evaluate pupils' spiritual, moral, social and cultural development.

The four SMSC aspects are connected and the school's provision for one area will often make an impact on another, e.g. when pupils listen to music from different cultures, this may also make an impact on their spiritual development. Activities to promote moral development are also likely to have an impact on social development. The school provides opportunities to promote these aspects of pupils' development, within the curriculum. Each subject policy therefore enables staff to be clear about what it means to promote development in these four areas, within each subject. This is further supported through the subject schemes of work and the SMSC Exemplar.

3. Rights Respecting School

Abbey Court School is a Rights Respecting School and puts the 54 articles of the UNICEF Convention on the Rights of the Child at the heart of all school policy. This policy reflects that we believe that as a school, we must do everything possible to ensure that, through their learning, our pupils grow as healthy as possible, learn at school, receive protection, have their views listened to, and be treated fairly.

4. Definition

'Learning history helps pupils develop curiosity in, and an understanding of, the past. Pupils learn about the recent past, the more distant past of other people, both famous and ordinary, and how their own role in their family and community has changed.' (QCA Guidelines)

History is about events that have taken place in the past, whether it is 100 years ago or last week, or for some of our pupils, even more recent. It is also about people: people from this country and from other countries around the world. It is about people's actions, the reasons for them and the evidence that remains of them. It is about changes that have occurred and the causes and consequences of these changes. History is about the relationship between the past and the present. Skills developed through historical enquiry have a wide application to everyday life and historical awareness promotes responsible citizenship. It is the study of people, places and events that have happened with awareness, where appropriate, of how they influence today and how it has influenced and shaped our lives, beliefs and customs. It helps pupils to make sense of the world in which they live. Through the teaching of history, we can structure and expand our pupils' knowledge and understanding of the past and encourage their investigation of it.

At Abbey Court, history is approached in a practical child centred manner. It is the study of the relevant past, with pupils being actively involved, experiencing, investigating and using a range of sources of information. Pupils are then encouraged to explore more distant past events through historical artefacts and sites on educational visits. For some pupils it is also about now, and what happened before, just before and it is about helping them to understand what will happen next.

5. Aims

Aims in history are to stimulate the pupil's interest and understanding about the life of people who lived in the past. We teach pupils a sense of chronology, and through this, they develop a sense of identity, and a cultural understanding based on their historical heritage. Thus, pupils 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 can make a significant contribution to citizenship education and SMSC by teaching about how 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. Further aims are:

- To give opportunities for all pupils to gain knowledge, understanding and skills of all areas of History;
- To prepare pupils with the skills to equip them for everyday life;
- To encourage pupils to make choices, express needs and preferences and be aware of changes in themselves;
- To address the needs of the National Curriculum, and other relevant documents;
- To develop knowledge and understanding of the sequences, routines and chronological patterns that make up their world;
- To develop an understanding of their personal history, alongside understanding about events in the world and what shapes them;
- To develop knowledge and understanding of how people lived in other times and how those times were different from today;
- To experience a range of representations of the past;
- To use a range of evidence to find out about the past;
- To develop the ability to communicate historical knowledge in a variety of forms;
- To arouse interest in the past and stimulate their curiosity into finding out more;
- To be motivated to continue their historical enquiry because of the enjoyment, excitement and success of their investigations and the personal relevance of their findings;
- To instil in pupils a curiosity and understanding of events, places and people in a variety of times and environments;
- To develop an interest in the past and an appreciation of human achievements and aspirations;
- To understand the values of our society;
- To develop a knowledge of chronology within which the pupils can organise their understanding of the past.

6. Objectives

- To develop pupil's confidence within all areas of History.
- To encourage an awareness of the past, present and future.
- To stimulate curiosity and interest.
- To participate in a variety of activities which are engaging, relevant and challenging.
- To develop a sense of time through events in stories and in children's own lives and their family relationships, using appropriate vocabulary.
- To develop an awareness of time and change. Learning about seasons and life cycles through photographs and artefacts.
- To develop an awareness of history and a sense of chronology, through the study of the lives of people and events in the more distant past.

- To know where the people and events they study fit within a chronological framework.
- To interpret and communicate historical knowledge in a variety of ways, through art and drama as well as the written word.
- To develop awareness of events, people and societies from the past, in order to gain a better understanding of the present.

7. Curriculum Planning

- A coverage plan has been devised in order to provide a framework for the History taught within Abbey Court. The plan aims to ensure that learning is progressive and that historical skills are central to learning. It is important that links are made between aspects of History being studied, so that the pupil's knowledge is not episodic and they have a good chronological understanding. This will also ensure children can compare and contrast events and note trends over time. To ensure coverage of the National Curriculum, History is offered as a discrete subject in the secondary timetable and with a cross curricular approach in the primary curriculum.
- Pupils are given the opportunity to find out about past and present events in their own lives, and those of their families and other people they know. History makes a significant contribution to developing a child's understanding of the world, through activities such as looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.
- The History Curriculum is designed to support pupils to develop disciplinary knowledge (such as identifying similarities/difference), and also substantive knowledge, through the use of organising concepts that are revisited during the study of different historical contexts/eras as part of the spiral curriculum. Examples of the organising concepts that are embedded in the History Curriculum include transport, society, culture, settlements, industry and trade.
- Students who attend the Further Education Department are not formally taught History as a discrete subject. Students in the FE Department access history in a personal way through communication, language and literacy, working towards personal goals to develop independent thinking about their past, future and present. This is also integrated into their work towards ASDAN and other accreditation schemes.
- Pupils in the Nursery and Reception classes follow the Early Years Foundation Stage Curriculum, which includes Understanding the World. Assessment is made according to the 'Early Learning Goals' criteria.
- Schemes of work for each class have been developed from the coverage plan.
- Teaching staff are responsible for class timetables showing when History is taught. This is monitored termly by SMT. For further detail on times, refer to the Teaching and Learning Policy.

8. Styles of Teaching

Styles of teaching in History are subject to Abbey Court's Teaching and Learning Policy (Styles of Teaching).

- The majority of activities are initially teacher directed progressing, as appropriate, to pupil developed activities and then to pupil-initiated activities.
- The class teacher's role is developed according to the pupils' needs to include consultant, assessor, monitor, etc.

A variety of enriching teaching approaches are encouraged:

- Teacher presentations, role-play and storytelling.
- Question and answer sessions, discussions and debates.
- Individual and group research and presentations.
- Investigating artefacts, maps, photographs, paintings and other documents as sources of evidence.
- Computing- interactive white board and internet resources, TV and other visual and audio resources.
- Well-stocked Topic and Artefact Boxes for each area of the History curriculum.
- Access to other Artefact Loan Boxes from the Guildhall Museum.
- Fieldwork, visitors and visits to museums and sites of historic interest.

9. Styles of Learning

- Emphasis is placed on the development of enquiry skills and empathy, as well as on factual knowledge.
- A creative approach to the History curriculum by both teachers and children is encouraged.
- Links are recommended between History, Literacy, Citizenship, Science, Technology and other curriculum areas wherever possible.
- This makes it more likely that a rich humanities curriculum can be delivered, as well as providing a more creative, enjoyable approach to teaching and learning.
- Throughout the teaching and learning of History, sensory sessions are encouraged to engage pupils of all abilities.
- Pupils, at times, work individually, in pairs, small groups or as a whole class. In certain cases, pupils learn across classes.
- Pupils participate in a variety of practical activities using a range of equipment appropriate to their individual needs.
- Pupils are encouraged to evaluate their progress, being self-critical where appropriate and also to evaluate, comment upon and give encouragement to the work of others.

10. Assessment

(Refer to Abbey Court School's Planning, Assessment, Recording and Reporting Policy).

- Monitoring of History is done through observations of lessons, scrutiny of work (Tapestry Learning Journals), and checking of targets set and pupils' progression through the Abbey Court School P Levels. The schemes of work specify the skills needed in History; these skills are tied into the Abbey Court P Level descriptors. Pupils working below Level P4 will access non-Subject Specific Learning, working on the Engagement Model and assessed through the Scales of Engagement.

- Day to day assessment is through observation and marking and, therefore, is used to inform the next stage of planning.
- A consistent approach to marking is used throughout the school. Refer to Abbey Court's Marking Policy.
- Wherever possible, pupils are involved in the assessment of their own work.
- Aspects of History work are included in the Pupil Profiles and pupils are able to achieve accreditation through the AQA unit award scheme and Asdan awards.

11. Cross Curricular Links

Abbey Court School pupils have access to History in a discrete and cross-curricular manner. Understanding and skills required in History are obtained and reinforced through subjects including English, Mathematics, PSHCE, Computing and Art. Equally, skills and understanding acquired through History are used to reinforce learning, where appropriate, in other areas of the curriculum.

12. Special Educational Needs and Differentiation

- Approaches to work are reviewed with respect to individuals' specific needs, for example pupils with Profound and Multiple Learning Difficulties and high achievers. This will require a flexible and differentiated approach through individual planning and the implementation of individual targets.
- Abbey Court School pupils are given access to opportunities and resources, which meet their individual needs and abilities.

13. Staffing (including support staff) and Resources

- Class teachers are responsible for the planning, teaching and recording of History and for the development of day-to-day support from teaching assistants. Work experience students and volunteers will also support learning.
- Class teachers are responsible for developing History displays to act as a celebration of pupils' achievement, a source of information, reinforcement of work undertaken and as a stimulus for further work.
- Specific training for teaching and support staff is facilitated by the Senior Management Team and advised by the History Co-ordinator and may be included in the School Development Plan.
- The History Co-ordinator is responsible for the overview of History resources and the designated budget for these resources. These shared resources are located in topic boxes in the Curriculum Resources at the Cliffe Road site.

14. Equal Opportunities

Pupils at Abbey Court are provided with opportunities to all areas of the History curriculum. Refer to Abbey Court School's Equal Opportunities Policy.

15. Health and Safety

The teaching of History is subject to the Abbey Court School's Health and Safety Policy. All staff are responsible for becoming familiar with and adhering to the policy requirements. Fieldwork and site visits are an important part of historical learning, and school health and safety guidelines will be adhered to at all times.

16. Integration Including Community links

Integration opportunities in to mainstream settings and other special schools will be developed where appropriate. Educational visits are used to encourage observation, knowledge and understanding of the local area. They are also used to enrich and enhance topics set within the schemes of work.

17. Evaluation and Review

Reference should be made to the Abbey Court Subject Leader Role.
This policy will be reviewed annually in light of:

17.1 Changes in the National Curriculum.

17.2 OFSTED requirements.

17.3 Monitoring of its effectiveness in light of implementation.

17.4 Changes in Abbey Court School's organisation.