



Anchorsholme Academy History Policy



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At Anchorsholme Academy, we want all pupils to be passionate about history and to be inspired to have a life-long curiosity and fascination with historical concepts. We also want to give our children the skills, knowledge and experiences they need to be independent and critical thinkers, so that they are prepared and well equipped to study history beyond the primary curriculum by the time they leave Year 6.

High-quality history education is provided to inspire children and develop their fascination about the historical world. We aim to develop all children into **confident** learners who are **curious** around about the world and its people; who work **collaboratively** to find answers and can **communicate** their findings in a variety of ways to enable them to think, question and understand history as a historian would.

We believe that it is important that children should enjoy a range of experiences and have access to various ways of learning. In class, the children learn through a wide range of creative experiences as well as making visits to local areas and areas further afield.

Objectives

Through our teaching of the history National Curriculum we aim 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
- 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
- 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.

Through History we can also:

- Improve pupils' skills in English, Maths and ICT;
- Develop pupils' thinking skills;
- Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues including British values; and
- Develop pupils as active citizens.

Equal Opportunities

In line with our Equality Policy, all members of Anchorsholme Academy are treated as individuals. We meet the needs of all pupils, regardless of gender, ability, ethnicity, culture, religion, language, sexual orientation, age, special educational needs and disability and social circumstances. We are committed to providing a teaching environment conducive to learning. All pupils are entitled to access the History curriculum at a level appropriate to their needs.

In line with our British Values Policy, all staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society.

SEND

Modifying the curriculum to match all pupils' needs is at the forefront for teachers at Anchorsholme. We have a statutory duty and responsibility to modify our curriculum, learning, experiences and lessons to provide a broad and balanced curriculum for all pupils. We believe (our intent) it is more than just giving pupils 'access to the curriculum'. The curriculum is not immovable, like some building, to which pupils with SEND and/or disabilities have to gain access. It is there to be changed, where necessary, to include all pupils. Therefore when planning, delivering and teaching History we ensure: - Suitable learning challenges are provided for all pupils, responding to pupils' diverse learning needs, and overcoming potential barriers to learning and assessment for particular individuals and groups of pupils. These principles allow us to choose objectives for pupils with SEND and/or disabilities that might be different from those of the rest of the group, or modify the curriculum to remove barriers, so all pupils meet the same objectives, have access to the same opportunities for learning and have an equal chance of reaching their own maximum learning potential. - Planning for pupils with SEND and/or disabilities, in History, is part of the same planning process and journey that we do for all pupils, rather than as a separate activity. - Individualised modifications are often planned for to remove barriers for pupils with SEND and/or disabilities. Any personal targets the pupils have contribute to inform their adapted planning too. Sometimes a smaller step planned approach is needed to achieve the learning goal. - Additional resources are provided when necessary. - Appropriate questions are planned for all abilities. Some pupils with SEND and/or disabilities will show they understand in different ways from their peers, so different questions and ways to check pupils understanding are often used. Therefore within History lessons, we look at a range of opportunities for pupils to demonstrate what they know and can do. - If needed a 'parallel' activity for pupils with SEND and/or disabilities will be planned for and provided, so that all pupils can work towards the same lesson objectives, but in a different way. Occasionally, pupils with SEND and/or disabilities will have to work on different activities, or towards different objectives, from their peers.

Tasks can be broken down into small steps, giving children achievable goals. Vocabulary and key concepts can be pre-taught. Word banks and visual cues can be provided, using symbols and words. Activities should reinforce children's understanding of the subject. The more able children should be given open-ended tasks and opportunities for further research and more challenging study.

Strategies for the Teaching of History

The History curriculum at Anchorsholme Academy is designed to provide children with learning opportunities that reflect the breadth and balance of contexts outlined in the National Curriculum.

History is taught in each year group, focusing upon two or three topics over the course of the year. The topics will be changed termly to ensure continuity and progression of skills.

Learning is sequenced in a way that builds upon prior learning with knowledge-based learning leading the way. Each lesson should begin with a key question which pupils should be able to answer by the end of a lesson. Lessons should also begin with reviewing prior learning before starting new learning. Pupils should understand a variety of historical concepts and words by the end of a topic. By the end of the topic, children should be taught key concepts of 'chronology', 'childhood', 'justice and equality' and 'civilisation', there is an assessment opportunity which can take varied forms including quizzes, extended pieces of writing and verbal tasks.

History in EYFS

As with all other areas of learning, the teaching and learning of History in our Reception classes, takes place both indoors and outdoors through a wide range of practical and hands on activities. The staff use their knowledge and expertise to plan for a high quality learning environment which provides children with lots of opportunities to explore different aspects of History and learn new concepts. The children have a wide range of structured play resources available to them throughout the year – this is known as continuous provision. As the year progresses, children in Reception record their outcomes in books which prepares them for the learning in Year 1. As well as learning through play, all children take part in small group, adult led history activities which then feed into opportunities in the play provision.

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Resources

History resources are allocated according to what themes are taught in each age group. Children will have the opportunity to use the following resources: historical artefacts, photographs, globes, atlases, visual media, and historical books. Resources will be made available to everyone throughout school and regularly reviewed and updated.

Assessment

Opportunities for assessment will be identified within Medium Term Plans with a formative assessment completed throughout each lesson and after each topic. These will demonstrate the key skills and essential knowledge and understanding within History. Starter activities linked to prior learning are used at the beginning of every lesson and a key question answered and built upon throughout. A summative written assessment piece will be completed twice yearly and quizzes and other forms of summative assessment used throughout each topic. Knowledge organisers will be provided to help provide teachers with the key assessment milestones which will be RAG rated at the end of each topic. This information is then to be passed on to the History Subject Co-ordinators through its recording on FFT.

Monitoring

The teaching and learning of History will be monitored through the analysis of medium term planning, pupil interviews, analysis of assessment data, scrutiny of work samples and lesson observations, in line with the school development plan.

The Role of the History Co-ordinator is to:

- Support colleagues in teaching the subject content and to develop their skills in planning, teaching and assessing History;
- Renew, update and oversee the audit of resources needed to deliver the curriculum;
- Monitor and evaluate the learning and teaching of History;
- Develop assessment and record keeping ensuring progression and continuity in the teaching and learning of History.

Health and Safety

In line with our Health and Safety Policy, Safeguarding and Child Protection Policy, Outside the Classroom Policy and various risk assessments, at Anchorsholme Academy, there are clear procedures for assessing risk, including procedures for keeping children safe during outings and for any aspects of the environment or provision that may require a further risk assessment.

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