

# Kentmere Academy and Nursery

## History Policy 2017/2018



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## Mission statement

We are proud to be a happy, diverse and inclusive school where everybody matters.

## School Aims

- **H**elping to challenge inspire and motivate each other.
- **A**iming high, achieving excellence.
- **P**romote and value excellent progress.
- **P**ositive contributions to the school and wider community.
- **Y**OU CREATE YOUR OWN FUTURE!

Through a positive caring environment, we provide the opportunity for every child to reach their full potential. In accordance with the Education Reform Act 1988, and subsequent Education Acts, school must provide History as part of the National Curriculum for all registered pupils.

## Philosophy

History is the study of people in the past and events connected with them. It can help children gain a greater understanding of the world in which they live. The teaching of History should foster children's natural curiosity about the past and give them opportunities to empathise with a particular period of History.

At Kentmere Academy and Nursery we believe in the importance of History as stated in History, 'The National Curriculum for England', 1999 page 103:

### *"The importance of History*

*History fires pupils' curiosity about the past in Britain and the wider world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, pupils develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience, and understand more about themselves as individuals, and members of society. What they learn can influence their decisions about personal choices, attitudes and values. In History, pupils find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue for their point of view – skills that are prized in adult life."*

## Aims

History aims to enable pupils:

- To promote their enthusiasm for the study of History, in order that their enjoyment enhances their work in the subject.
- To develop an interest in the past and an appreciation of human achievements and aspirations.
- To teach the content of the National Curriculum, as detailed in The Cornerstones Curriculum, developing an awareness of the political, social, economic and cultural elements of History.
- To stimulate their interest and understanding about the life of people who lived in the past and to help children understand society and their place within it, so they can develop a sense of their cultural heritage and identity.
- To develop their skills of enquiry, investigation, analysis, evaluation and presentation.

- To enable them to understand there are differing viewpoints about the events of the past.
- To provide first hand experiences wherever possible, using both primary and secondary sources, including ICT, to look at and interpret evidence.
- To develop a knowledge of chronology within which the children can organise their understanding of the past.
- To enable them to know about significant events in British History and to appreciate how things have changed over time.
- To develop their knowledge and understanding of other countries and cultures along with the History of the roles and relationships of men, women and children from different social and economic groups.
- To learn about the major issues and events in the History of our own country and of the world and how these events may have influenced one another
- To develop cross-curricular intellectual and social skills, including the ability to observe, analyse and communicate.
- To foster the values and attitudes associated with the respect for evidence, the tolerance of a range of opinions and the appreciation of the values of a cultural diversity.
- To distinguish between historical facts and the interpretation of those facts.
- To understand that events have a multiplicity of causes and that historical explanation is provisional, debatable and sometimes controversial.

## The Contribution of History to Other Subjects

### Literacy

- History contributes significantly to the teaching of Literacy in our school by actively promoting the skills of reading, speaking and listening. Some of the texts that we use in Literacy are historical in nature.

### Mathematics

- The teaching of History contributes to mathematics in a variety of way. The children learn to use numbers when developing a sense of chronology through doing activities such as timelines. They also learn to interpret information presented in graphical or diagrammatic form.

### Information and Communication Technology (ICT)

- We use ICT in History teaching where appropriate and we meet the statutory requirement for children to use ICT as part of their work in History. Children use ICT in History to enhance skills in data handling and in presenting written work and they also research information using the Internet. Children have the opportunity to use the digital camera to record and use photographic images.

### Person, Social, Health Education and Citizenship (PSHCE)

- History contributes significantly to the teaching of Personal, Social, Citizenship and Health Education. Children 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. They also learn how to recognise and change 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 children's spiritual development. We provide children with the opportunity to discuss moral questions or what is right and wrong, when studying topics such as child labour in Victorian Britain. Children learn about the role of the church in Tudor times and find out how British society has changed over time. The History programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by Britain's multi-cultural society.

## Teaching and Learning Styles:

We use a variety of teaching and learning styles in our History lessons which are in line with our policy for teaching and learning, where provision is made for all learning styles. We also use the Kagan techniques to enhance teaching and learning.

## When teaching History, we:

- Always explain what we want pupils to know, understand and be able to do through the History they are about to undertake.
- Usually use a key question to direct pupils' thinking/enquiry.
- Vary the resources and activities to ensure each pupil can learn effectively.
- Use starters and plenaries to ensure students fully understand what they are learning, how they learn and how well they are progressing.

## Teaching History to children with special needs

At Kentmere Academy and Nursery we recognise our responsibility to provide a broad and balanced curriculum for all pupils. Through our History teaching we provide learning opportunities that match the needs of children with specific learning needs and those children who are gifted and talented. We take into account the targets set for individual children in their Individual Education Plans (IEP's).

As teachers we make sure we:

- Set suitable learning challenges.
- Respond to pupil's diverse learning needs.
- Overcome potential barriers to learning and assessment for individuals and groups of pupils.

## Teaching History

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- Usually use a key question to direct pupils' thinking/enquiry.
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## Assessment

We assess the children's ability in History by making informal judgements as we observe children during lessons, in line with the school's assessment policy document. This information helps keep a child centred approach to planning History activities to aid each child's progression through each skill. A copy of the History assessments is then passed onto the co-ordinator, who is able to track each child and their experience throughout the school.

**The assessment of pupils' work can provide information for pupils, teachers and parents:**

- To enable pupils to reflect upon and celebrate achievement.
- To help plan for progression, continuity and target setting for pupils and to inform planning for future work of whole classes and individual pupils.
- To communicate achievement and identify areas for further development to pupils, parents and teachers.
- To evaluate the effectiveness of teaching and learning.
- To enable pupils to reflect upon and celebrate achievement.
- To help plan for progression, continuity and target setting for pupils and to inform planning for future work of whole classes and individual pupils.
- To communicate achievement and identify areas for further development to pupils, parents and teachers.
- To evaluate the effectiveness of teaching and learning.

## Roles and Responsibilities:

The History subject leader will be responsible for:

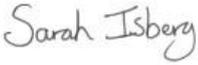
- Feedback to the governors on monitoring undertaken by the subject co-ordinator.
- Reviewing and updating the History policy and scheme of work.
- Monitoring the teaching and learning of History on a regular basis.
- Purchasing History resources.
- Offering support and advice on possible teaching activities to all staff.

Teachers will be responsible for:

- Including effective History teaching activities in their short and medium term planning.
- Assessment and levelling of pupils in accordance with school assessment policy.
- Informing the History Subject Leader of any resources required for their particular class.

The Head Teacher will be responsible for:

- Supporting the Curriculum co-ordinator.
- Allocating the budget.

Signed:  Sarah Isberg (Headteacher)

Agreed by:  Simon Day (Chair of Governors)

Date: January 2018

Review January 2019