



DAUBENEVILLE MIDDLE SCHOOL

**HISTORY
POLICY**

Importance of History to the Curriculum

History fires pupils' imagination and curiosity, moving and inspiring them with dilemmas, choices and beliefs of people in the past. It helps children develop their own identities through an understanding of history at personal, local, national and global levels. It helps them to ask and answer questions of the present by engaging with the past.

Pupils find out about the history of their community, Britain, Europe and the world. They develop a chronological overview that enables them to make connections within and across different periods and societies. They investigate Britain's relationships with wider world, and relate past events to the present day.

With the pupils' understanding developing, this facilitates the asking and answering of historical questions, evaluating the evidence, identifying and analysing different interpretations of the past, and learning to substantiate any arguments and judgements they make.

History prepares pupils for the future, equipping them with knowledge and skills that are valued in adult life, allowing the pupils' to develop into confident and questioning individuals. It also supports their understanding of our cultural and ethnic diversity.

Expectations

By the end of KS2 it is envisaged that the majority of pupils should be aiming to achieve level 4 or above.

By the end of KS3 it is envisaged that the majority of pupils should be aiming to achieve level 5 or above.

Aims

- To stimulate pupils' interest and understanding about the life of people who live in the past, to allow the pupils to enthuse about the subject
- To teach the pupils a sense of chronology, supporting them in gaining a sense of identity and a cultural understanding based on their historical heritage
- To enable pupils to know about the significant events in British history and to appreciate how things changed over time
- Pupils should 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
- To use a wide range of historical skills, to equip pupils for their future, such as analysis, interpretation, enquiry and problem solving
- To support literacy and numeracy skills
- To use ICT skills for research and investigation and presentation
- To make a significant contribution to citizenship education by teaching how Britain developed as a democratic society

Entitlement and Curriculum Provision

At KS2 pupils undertake studies on Tudor exploration and post Second World War Britain, the Greeks, the Victorians and special study. This key stage sees the development of the key concepts and processes. Visiting speakers/performers are invited into school when feasible.

At KS3 pupils study The Romans, Medieval Britain 1066-1485, and the Making of the UK, which further enhances the development of the key concepts and processes. The Indigenous people of North America are studied as the fourth topic. Visits outside the classroom are encouraged to reinforce the pupils' learning. Places like Warwick Castle and the Tower of London are two venues that have been used.

Time Provision

Years 5, 6, and 7 have one hour a week
Year 8 have two hours a week

Leadership and Management

- The subject co-ordinator for History is also the same as the one for Geography
- Meetings are held once a term
- Meetings are held for moderation when required
- Evaluation and feedback from staff are encouraged
- Inset is used for planning and evaluation, when provided
- Teaching observations are used for monitoring when time is allocated

Staff Provision

Year 5 staff- all four year 5 staff teach history
Year 6 staff- one member of staff teaches all four classes
Year 7 staff- three staff teach four classes
Year 8 staff- two staff teach four classes

Teaching and Learning

- In line with school policy the pupils are given their learning objectives and success criteria each lesson
- Assessment for learning is followed as part of school policy, are given for feedback on pieces of work to enable the learner to progress to the next level
- Assessment at the moment is undergoing a review. Where it is done, it is indicated in the Schemes of Work

The Schemes of Work do indicate a variety of approaches to accommodate VAK. Drama features strongly in the delivery of the curriculum together with oral and visual presentations.

However the Schemes of Work, especially in KS3, are being reviewed. In light of the new curriculum initiatives. Key questions and investigations and research encourage the development of pupils' learning. Differentiation of work is available for those with learning difficulties and ways of pushing the gifted and talented are to be reviewed and pupils are set termly targets.

Homework

This is set once a week and suggestions are in several schemes of work.

Assessment and Reporting

Assessment is done once a term. This is under review. GOAL is also used as an indicator. Peer group marking is being looked at for the future. The department follows the school reporting policy in all years.

Cross-curricular

- History provides great opportunities to use literacy skills. Oral work analysis, interpretation, reading, looking at sources, writing essays, producing letters and presenting work to the class. Drama also plays an important role
- History also develops vocabulary and looks in particular at non-fiction reading
- History supports numeracy when studying statistics and graphs
- Scientific links are made when studying the contributions of individuals to scientific advancement and the impact made on society. Conversely, the lack of knowledge (eg, about germs)
- Links are made to Geography especially with use of maps, settlement, and the development of societies and their cultures
- ICT can be used as a research vehicle as well as for presentations
- Music can be used to set the scene (Tudors) and art work is a useful tool for looking at interpretation