



## **Pendle Community High School & College**

### **History Policy**

#### **Document Purpose**

This policy reflects the school values and philosophy in relation to the teaching and learning of History. The policy draws together National Curriculum guidelines and statutory requirements for Key Stage 3, with aspects of learning taken from the Programmes of Study for Key Stages 1 and 2 (as appropriate), as well as promoting the Spiritual, Moral, Social and Cultural (SMSC) development which includes British Values.

The policy seeks to address the individual learning needs of our young people and sets out a framework within which teaching staff can operate and provides guidance on planning, teaching and assessment.

This policy should be read in conjunction with the Schemes of Work (SoW) for History which set out in detail what our learners in different Key Stages of different ability ranges will be taught.

This policy has been approved by the Governing Body following consultation with the wider teaching staff and is subject to regular annual reviews by the staff team and Governors.

#### **Audience**

This document is intended for all staff and other stakeholders with classroom responsibilities, school governors, parents, the Local Authority and Ofsted. A copy of this policy is made available for all staff within the curriculum policy file on the T Drive. A copy of this policy is also available to parents via the website.

#### **Aims**

At Pendle Community High School & College History promotes SMSC development, enabling learners to become more self-confident, responsible and independent, within their parameters. It also helps to give learners the knowledge, skills and understanding they need to lead healthy lives and to become informed, active, responsible citizens. Learners are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing to the best of their ability, to the life of the school and the community. This is achieved through a variety of aims including:

- To understand that as individuals, we depend on family, school and society.
- To use appropriate behaviour, according to the situation.
- To relate positively to others.



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- To exercise personal responsibility and initiative.
- To enable learners to value, respect and to be proud of their own cultural background and understand the traditions of other cultures.
- To recognise and challenge stereotypes and discrimination.
- For learners to develop a sense of personal worth.
- To foster learner's appreciation of the significance, awe and wonder of life.
- To be able to understand the difference between right and wrong.

The national curriculum for history aims to ensure that all learners:

- Have the opportunity to experience and explore the historical story of the British Isles.
- Learn about how people have made changes to Britain and how Britain has been changed by what has happened in the rest of the world.
- Have the opportunities to experience or discover historical events that have shaped the world.
- Have the opportunity to be introduced to and use historical words that link to the period or character they are studying.
- Have the experience of looking at similarities and differences between historical artefacts associated with the topic of study and present day items.
- Have the opportunity to explore and discover how we find out what happened in the past.
- Are able to place events in a sequence over a period of time.

(These aims are the same throughout Key Stages 1, 2 & 3)

At Key Stage 4, Geography combines with History to follow the Welsh Board Entry Pathways accredited option in the 14-19 Curriculum.

This option provides learners with opportunities such as:

- participating in local community activities and to understand the benefits of these activities for themselves and the community.
- enabling learners to take responsibility for their environment by identifying environmental issues and how they can go about helping the environment.
- finding out how the UK will meet its future energy needs in a more sustainable manner by developing and making more use of renewable energy sources.
- study an historical issue of local interest and importance.



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#### **Time Allocation / Cross-Curricular Links**

The subject of History is allocated the appropriate amount of time, taking into account NC guidance, to provide all learners with a broad and balanced curriculum which is appropriate for their needs. For some learners the breadth and balance of the curriculum is addressed through personalised timetables.

This subject affords opportunities to link to other curriculum areas such as:

- **Literacy** (e.g. Biographies of key figures, using dictionaries to explain new vocabulary.)
- **Numeracy** (e.g. Exploring timelines, awareness of the chronology of specific periods, Roman Numerals.)
- **Digital Literacy** (e.g. Recording role play activities, using the internet for research, watching video clips.)
- **RE** (e.g. Exploring the role of the Church and religion through the ages.)
- **Science** (e.g. Exploring medicine and the development of care, becoming aware of technological change of time.)
- **Geography** (e.g. Placing specific events on maps, using atlases to locate countries/areas associated with the period of study.)
- **PSHE** (e.g. Exploring the changing role of women in work and society, Exploring the impact of the transatlantic slave trade.)

#### **Meeting the needs of all learners within History**

Our learners at Pendle Community High School & College have Moderate, Severe and / or Profound and Multiple Learning Difficulties including other associated difficulties such as Autism, Multi-Sensory, Visual & Hearing Impairment(s).

The wide range of needs of our learners holds no barrier to accessing the learning opportunities within History



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For learners who have sensory impairments and/ or physical disabilities and for those who experience developmental delay, History is based upon a multi-sensory approach, which starts from direct experience and progresses to structured activities and experiences using concrete materials.

To enable the staff at Pendle Community High School & College to fully address the range of needs of the pupils and to enable us to show progression within the activities for the appropriate Key Stage; the Programmes of Study as outlined in the Scheme of Work for History have been differentiated into 3 broad descriptions of learners:-

**Independent** learners are students who are able to communicate with fluency and who are able to make reasoned choices, work and act co-operatively in a small group and with varying support, work independently.

**Supported** learners are students whose learning is supported through structured patterns of communication and social activity to enable them to develop positive social behaviour.

Using this personal approach, teachers can devise activities in all areas of History, which are planned specifically at the appropriate level of need and ability for all learners, which also allows learning outcomes, recording and assessment to be directly linked to learning objectives. (Refer to **Appendix 1: Teaching & Learning Guidance**)

At Pendle Community High School & College the statutory guidance identified in the National Curriculum Programmes of Study for History have been adapted to ensure that coverage is appropriate for the needs of all learners. This can be found in the subject map and schemes of work for History as found in **Appendices 2 & 3**.

## **Assessment, Recording and Reporting of Pupil Progress**

### **Introduction - Monitoring Pupil Progress and Achievement**

At Pendle Community High School & College, we have a good knowledge of the strengths and areas for development of individual learners. From this, accurate judgements can be discerned to ensure targets are sufficiently challenging to meet staff's high expectations through:



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- Continuous Teacher assessment based on P Scales and B Squared.
- External assessment leading to nationally recognised accreditation.
- The monitoring and evaluation of Individual Education Plans (IEPs) and individual objectives, target planning and recording.

In addition, summative information can be found through:

- End of Key Stage 4 & 5 Record of Achievements.
- The Annual Review of a learner Education, Health & Care Plan.
- Through the annual End of Year Report.

Additional supporting comments can be gathered through:

- Regular Parents' Evenings.
- Comments and input from parents and other professionals.

These contribute to supporting the staff team to fully monitor, evaluate and record pupil's progress.

### Subject Development and Resources

The whole school development of History and purchase of resources for is planned through the annual Subject Development Planning cycle and expenditure evaluated as part of that process.

The Subject Leader is responsible for providing a regularly updated audit of resources available for their subject area which is made available to all teachers with a further copy available in the staff work room and relevant storage area.

Any member of staff wishing to access resources must in the first instance notify the subject lead. Staff delivering lessons will have appropriate SOW and resources made available prior to the lesson.

All resources are located within **GLT01** (Wyre) (on the main corridor). The doors to the storerooms will be closed when not in use and locked during holiday closures.



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Resources will be added to as appropriate to the needs of our learners. Recommendations for possible appropriate resources can be made to the subject lead, through discussion or by making a written request.

Any damage or loss to be reported to the subject leader as it occurs to enable prompt repair or replacement and to discuss appropriateness or suitability of the resources for particular individuals or groups of learners.

### **Health and Safety**

The Subject Leader for History has a general responsibility for the application of the LA and Schools Safety Policies within their subject area and are directly responsible to the Headteacher for the application of all health, safety and welfare measures and procedures within their own department/ area or work.

All employees working within the subject area and/ or specialist room have a responsibility to take reasonable care of their own health, safety (including suitable dress and footwear) and welfare of other persons who may be affected by their acts or omissions while at work. They also have a responsibility to co-operate with the Subject Leader so that employers can comply with their statutory duties and specific responsibilities in terms of Health and Safety. This includes storage of heavy boxes to be stored at floor level and boxes to be returned to their original position and not left in a way to cause a possible hazard.

#### **Appendices:**

- 1. Teaching & Learning Guidance**
- 2. Subject Maps for Key Stages 3 & 4**
- 3. Schemes of Work**

#### **Footnote:**

**This curriculum policy for History should be read in conjunction with the following policies:**

- Whole School Policy for Curriculum, School Organisation, Curriculum Planning and Assessment Reporting & Recording (2016)**
- Autism Policy (2016)**
- Intensive interaction Policy (2016)**
- AAC Policy (2016)**
- Total Communication Policy (2016)**
- Online Safety Policy (2016)**



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**This is not an exclusive list of policies and should not indicate to the reader that there are no other policies relevant to the understanding of best practice within our learning community.**

Policy redrafted: July 2019

Policy approved by Staff:

Policy approved by Governors:

Review date:

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
(Chair of Curriculum Committee)

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
(Headteacher)