



## 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 pupils 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 school network. A copy of this policy is also available to parents via the school website.

### **Overview and Aims (Intent)**

History can be found all around us and we intend to foster a curiosity within our pupils to learn about Britain's past and the wider world. In History, pupils will learn about our local community, our country and the wider world including how and why things have changed and the diversity of societies. History will encourage pupils to gain understanding, knowledge and an appreciation of the past. Teaching will support pupils to ask questions to help understand the complexity of people's lives, as well as their own identity and the challenges of their time. Where possible, topics are studied in chronological order. The History curriculum is broad and balanced with cross curricular links, sets high expectations and is designed to provide appropriate challenge to all pupils.

- History aims to ensure that all pupils get opportunities to gain knowledge and skills
- about 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
- about significant aspects of the history of the wider world e.g. the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- about abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- about historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, ask questions and record results, including written narratives.
- about historical enquiry, including how evidence is used to interpret the past

- about 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
- to enable pupils 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.

### **Cultural Capital**

The History policy at Pendle Community High School and College has been designed to follow and meet the needs of the National Curriculum Programmes of Study as well as supporting the 4 key pillars of our curriculum intent; being safe, having positive health and wellbeing, gaining independence and improving communication including social interaction. Through these we set out the knowledge, skills and understanding that our pupils of different abilities are expected to gain.

In addition, the History curriculum is supplemented with a range of activities designed to enrich the learning experience of all of our pupils, furthering their knowledge and understanding of the world around them and preparing them for life beyond school.

These opportunities include but are not limited to:

- Museum visits such as to International Museum of Slavery in Liverpool.
- Visiting speakers
- Visiting facilitators to deliver workshops
- Visits to local historical sites
- Themed days where the pupils can use their knowledge of different time periods and discovery skills to complete activities e.g. an Archaeological dig.
- National awareness days linked to significant historical events / people.
- Whole school celebrations i.e. Queen's Platinum jubilee, Royal Weddings etc.

### **Implementation**

History at Pendle Community High School is based on different topics throughout the year but planned so that pupils can achieve depth and progression in their learning. History is sequenced to enable pupils to use and build on prior learning and knowledge, and to continually develop key skills. Existing knowledge is checked prior to the commencement of each topic ensuring that teaching is planned accordingly from the pupils' starting points identified through the assessment system. At the end of each topic, key content knowledge is reviewed and consolidated for pupils to demonstrate their understanding of the topic. Specific themed days/afternoons and Erasmus projects allow pupils to consider the world around them and explore other societies through art, culture, music, food and become aware of cultural diversity

**Independent learners** are encouraged to be inquisitive, ask questions and work independently researching topics being covered. The curriculum is designed to provide challenge and all activities will be appropriately matched for individual learning, as well as encouraging problem solving, teamwork and recognising historical concepts and perspectives.

**Supported and experiential learners** follow a thematic approach, where many areas of the curriculum are connected and integrated within a theme. These classes work in smaller groups whose learning is met primarily through experiences and activities which are multi-sensory and stimulate learning through kinaesthetic approaches and are supported through structure and routines. This curriculum is

used to enhance early learning and development in pupils across school who present with sensory issues and those who learn best via a highly experiential, multi-sensory approach.

History is well resourced and specific resources are mapped to specific groups and topics to support effective teaching and learning. In lessons, we use a range of resources, including artefacts, period costumes, books etc. to support practical opportunities to learn and promote curiosity. The KS3 corridor has a history display wall, which includes a variety of dates, images, key vocabulary and facts pertinent to the topics taught, which ensures the school environment is history rich and further supports learners in retaining subject knowledge. The local area is fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice.

Pupils will be taught about

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally
- the lives of significant individuals in the past who have contributed to national and international achievements.
- significant historical events, people and places in their own locality
- topics within the development of Church, state and society in Medieval Britain 1066-1509
- topics within the development of Church, state and society in Britain 1509-1745
- topics within ideas, political power, industry and empire: Britain, 1745-1901
- challenges for Britain, Europe and the wider world 1901 to the present day including the Holocaust
- the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066
- at least one study of a significant society or issue in world history and its interconnections with other world developments
- a local history study

In Key Stage 4, History continues to follow the above guidance but combines with Geography and RE to follow the Welsh Board Entry Pathways (WJEC) accreditation route with historical modules such as

- Study an historical issue of local interest and importance.
- Life in Britain during WW2
- Persecution of People – The Holocaust

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

Pupils 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). All pupils access a wide range of learning opportunities within History e.g. pupils with the most complex learning needs teaching and learning is based upon an immersive, multi-sensory and thematic approach.

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

The subject of History is allocated the appropriate amount of time, taking into account NC guidance, to provide all pupils with a broad and balanced curriculum which is appropriate for their needs. For some pupils with more profound and complex needs the breadth and balance of the curriculum is addressed through a thematic approach and/ or the engagement assessment alongside personalised timetables. This subject affords opportunities to link to other curriculum areas such as:

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

## **Impact**

As a pupil progresses through the school, they develop knowledge, understanding and appreciation of self, their local area and the wider world. Skills and knowledge taught in History are transferable and support pupils to do more and engage more in other curriculum areas. Teachers have high expectations and evidence of this is demonstrated in progress data and KS4 accreditation results. Impact is also recognised in pupils' contributions, questions and enthusiasm in lessons, participation in themed days and assemblies where pupils demonstrate what they know and remember using appropriate vocabulary.

Pupils further develop their abilities in the 4 key components of the curriculum as well as improving writing, reading and enquiry skills. Some pupils will be able to follow a line of enquiry, through comparison, appropriate questioning and research. The depth of knowledge that pupils will attain will vary but all will demonstrate progress from their individual starting points.

Pupils will have also learnt about careers and related work opportunities that are accessible for them in the local and wider community through visitors to school and educational visits which provide further relevant and contextual learning.

## **Assessment, Recording and Feedback**

Teachers record progression with evidence and levels of mastery through the school's online data recording system which allows all teachers access to cross curricular targets from other subjects. Staff have a good knowledge of the strengths and areas for development of individual pupils. From this, accurate judgements can be discerned to ensure targets are sufficiently challenging to meet staff's high expectations through:

- Continuous Teacher assessment of small step targets which are related to previous National curriculum and P scales descriptors
- 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 Record of Achievements and accreditation
- the Annual Review of a learner's Education, Health & Care Plan.
- the annual End of Year Report.

Additional supporting comments can be gathered through:

- Regular parents' evenings.
- Comments and input from parents and other professionals.

### **Annotation and Feedback**

Pupil work (be it digital or physical form) should be named, dated and annotated by staff. This annotation should include achievements, level of independence and any staff input. This is done in accordance with the annotation & marking policy and will inform future lessons and provide evidence towards pupil assessment progress on Onwards and Upwards.

Verbal feedback is provided constantly by staff to support and allow the pupil to gauge their progress and success immediately. This allows pupils to learn from errors/ misconceptions and to make appropriate adjustments in their learning. Verbal feedback must be appropriate to the level and understanding of the learner. Staff regularly inform the teacher as to the level of independence and mastery of targets throughout the lesson and all these contribute to supporting the staff team and teacher to fully monitor, evaluate and record pupils' progress

### **Role of the Subject Leader**

The subject leader's responsibilities are to:

- ensure a high profile of the subject in both the independent curriculum and the thematic approach
- ensure a full range of relevant and effective resources are available to enhance and support learning and for providing a regularly updated audit of resources planned through the annual Subject Development Planning cycle and expenditure evaluated as part of that process.
- model the teaching of History
- ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and relevant to each child's start and end points.
- monitor data, books and ensure that key knowledge is evidenced in outcomes, alongside and as supported, by SLT
- monitor planning and oversee the teaching of History
- lead further improvement in and development of the subject as informed by effective subject audits and colleague feedback
- ensure that the History curriculum has a positive effect on all pupils with SEND
- ensure that the History curriculum takes account of the school's curriculum drivers which promote independence, communication, being safe and positive physical and mental health & wellbeing.
- ensure that the curriculum takes account of the school's context and promotes children's pride in the local area and, where possible provides access to positive role models from the local area to enhance the History curriculum
- ensure that approaches are informed by and in line with current identified good practice and pedagogy; to network and maintain existing links with clusters or individuals with specialist expertise, and take advantage of regular opportunities for professional development to enrich and improve teaching and learning in History
- have a general responsibility for LA and Schools Safety Policies within their subject area and be directly responsible to the headteacher for the application of all health, safety and welfare measures and procedures within their own department/ area of work. E.g. conducting risk assessments for educational visits, handling historical artefacts etc.


## Appendices:

1. Subject Maps for Key Stages 3 & 4
2. Schemes of Learning

### **Links with other policies**

- Curriculum Policy (2021)
- Annotation and Marking policy (2022)
- Autism Policy (2021)
- Intensive Interaction Policy (2021)
- AAC Policy (2021)
- Total Communication Policy (2021)
- Online Safety Policy (2021)
- Health & Safety policy for subjects

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

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| <b>Policy approved by governors:</b>           | July 2022   |
| <b>Review Date:</b>                            | July 2023   |
| <b>Signed:</b><br>T Ashton, Chair of Governors |  |
| <b>Signed:</b><br>D Grogan, Head Teacher       |  |