



# HISTORY POLICY

Subject Leader

David Hoyle

## **Intent**

Golden Hill is a Short Stay School where many pupils who attend have become disengaged with learning. Many pupils have SEMH difficulties with a high proportion of pupils being in SIA or having a EHCP.

During their time at Golden Hill, it is our intent that all pupils have access to a History curriculum which is fully inclusive to every child. Our aims are to fulfil the requirements of the National Curriculum for History; providing a broad, balanced and differentiated curriculum; ensuring the progressive development of historical concepts, knowledge and skills; and for the children to develop a love for history.

A high-quality history education should:

- inspire pupils' curiosity to know more about the past (Curiosity) e.g. Artefact sessions
- equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement (Enquiry, Interpretation and Using Sources) e.g. Viking Longboat enquiry
- help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world (Chronology) e.g. VAK timeline
- construct informed responses that involve thoughtful selection and organisation of relevant historical information e.g. 'What were Vikings really like?' summative piece of writing.

Furthermore, we aim to equip our pupils with the necessary skills in order to become successful historians; pupils will develop their understanding of chronology and historical enquiry using and interpreting sources, increase their knowledge of events, people and places and be able to communicate their understanding using appropriate historical terminology. During their time at Golden Hill, we want children to enjoy and love learning about history by gaining knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits.

## **Implementation**

The History curriculum at Golden Hill Short Stay School is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills and taught in each Key Stage. Teachers plan lessons for their class using our progression of knowledge and skills document. Teachers can use this document to plan their history lessons suitable to their class's interests and what they want to learn. The progression document ensures the curriculum is covered and the skills/knowledge taught is progressive, matching pupil's ability level.

To ensure all pupils experience a broad and balanced curriculum while attending Golden Hill, History is taught for at least a half term each academic year. Teachers plan a skills based curriculum where pupils will be taught about artefacts, chronology, interpretation and reliability of sources, questions they can ask to further their understanding of the past and how to communicate their findings.

### **Impact:**

In 2021 Summer term, all classes taught one unit of History as a stand alone topic. Pupils were assessed against the Key Learning Documents for History. However, during the academic year 2021\_22, classes are now taught History through a topic of work every term. At the time of writing this policy, assessments have not fully been made as units have not been completed.

During each term, the subject leader plans to:

- observe History being taught in both Key Stages
- monitor pupil's work (in line with assessments)
- speak to pupils about their learning
- collate a portfolio of displays

-

Within history, we strive to create a supportive and collaborative ethos for learning by providing investigative and enquiry-based learning opportunities. Emphasis is placed on investigative learning opportunities to help children gain a coherent knowledge and understanding of each unit of work covered throughout the school.

Our history curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also forms part of the units of work.

We measure the impact of our curriculum through the following methods:

- Assessing children's understanding of topic linked vocabulary before and after the unit is taught.
- Summative assessment of pupil discussions about their learning.
- Images and videos of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Annual reporting of standards across the curriculum.
- Marking of written work in books.
- Subject tracking