**HISTORY Policy**

###### Rationale

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

###### Aims

The national curriculum for history aims to make sure that all pupils:

* know and understand 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
* know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
* gain and deploy a historically grounded understanding of abstract terms such as `empire', 'civilisation', `parliament' and 'peasantry'
* understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
* understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
* gain 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

###### Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

###### Curriculum Organisation

The Farm Schools Network operates a planning procedure agreed by the whole teaching staff. We develop medium and weekly plans which give details of appropriate activities and outcomes.

A range of teaching styles are necessary for the teaching of history. Approaches need to be related to the topic itself and to the abilities and experience of both teachers and pupils. Our teaching at all levels shall include opportunities for:

* Teacher exposition
* Discussion techniques (pupil: pupil and pupil: teacher)
* Appropriate practical work
* Consolidation and practice of fundamental skills and routines
* The committing to memory and recall of a range of facts
* Investigation work
* Class work, group work and individual work

Differentiation may be achieved through a number of ways:

One or more stepped activities

* One common activity with different outcomes
* Different groups with linked activities
* Deployment of staff to support groups or individuals Access to different resources to support activity

**School and Class Organisation**

###### Pupils with special educational needs and individual education plans

Teachers will aim to include all pupils fully in their history lessons. All pupils benefit from the emphasis on oral and mental work and participating in watching and listening to other pupils demonstrating and explaining their methods. However, a pupil whose difficulties are severe or complex may need to be supported with an individualised programme in the main part of the lesson.

###### Resources

A wide range of resources can be found centrally within the school and at The Roaches School.

**Information and Communication Technology**

ICT will be used in various ways to support teaching and motivate pupils learning.

##### Assessment

Assessment will take place at three connected levels: short-term, medium-term and longterm. These assessments will be used to inform teaching in a continuous cycle of planning, teaching and assessment.

Short-term assessments will be an informal part of every lesson to check pupils understanding and give information which will help inform daily lesson plans.

Medium-term assessments **will** take place every term. Pupils will be assessed in accordance with the National Curriculum Attainment Targets and will be levelled accordingly.

Long-term assessments will take place towards the end of the school year to assess and review pupils' progress and attainment.

##### Equal opportunities

All pupils are provided with equal access to the history curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or background.

##### Inclusion

We aim to provide for all pupils so that they achieve as highly as they can in numeracy according to their individual abilities. We identify pupils that are under-achieving and take steps to improve their attainment. Higher ability pupils are identified and suitable learning challenges provided.

##### Health and Safety

Teachers need to assess risks and ensure adequate supervision. Where safe cover cannot be maintained the activity should not continue.

**Monitoring and Review**

##### Subject leader

The history teacher at the satellite farm schools runs the numeracy program under the guidance of the subject leader at the Roaches School and is jointly responsible for improving the standards of teaching and learning in history through monitoring and evaluating and is responsible for: Purchasing, organising and maintaining teaching resources

* Providing guidance and support in implementing the National Curriculum and schemes of work
* Offering specialist advice and knowledge for special needs pupils
* Encouraging ways of involving parents or carers in their children's learning
* Leading by example in the way they teach in their own classroom
* Working co-operatively with the SENCO
* Observing colleagues from time to time with a view to identifying the support they need

To advice the head teacher of any action required to aid in implementing the curriculum providing support for all who teach mathematics and so improve the quality and continuity of mathematics teaching and learning throughout March 2020 

As part of the school's development cycle