



## The Partnership of Springfield and The Meadows



### The Meadows School

#### History Policy

##### Intent:

To enable pupils to progress to their individual full potential and be given opportunities to:

- Develop some historical chronological knowledge and terminology.
- To look at historical enquiry, evidence and interpretation.
- To identify change and continuity within history and explain causes and consequences of events.
- Develop the ability to communicate historical knowledge in a variety of forms.
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- To be aware of differences and similarities and historical significance.
- To study British, European and world history.
- To be aware of cultural, ethnic and religious diversity.
- To investigate aspects of personal, family or local history.
- To appreciate and evaluate through visits where possible the role of museums, galleries and historic sites.
- To use ICT to research information about the past.
- To make links between history and other subjects and areas of the curriculum.
- Some students will benefit from a structured and a sensory approach to aid teaching and learning.

The History curriculum aims to support the Meadows curriculum pathways leading to three broad outcomes: Learning for Life, Learning for Independence, Learning for Employment. For the lowest ability student outcomes might include AQA unit awards and ASDAN programmes of learning, for the more able students a pathway leads to Entry Level qualifications and then Functional Skills Entry Levels and finally the most able students achieve GCSE qualifications and Functional Skills level 1. The proportion of students on each pathway can vary from year to year.

The three pathways lead to distinct outcomes in terms of accreditation but there will also be wider outcomes we aspire to see in the adults who leave the school. The first pathway will aim to develop adults who can care for themselves, keep themselves safe, be healthy and have the communication skills to experience some level of independence including independent living. The second pathway will aim to develop adults who as well as the former also have some functional skills and the life skills to live independently, some of whom may continue their education by accessing specialist colleges. The third pathway will aim to

develop adults who have functional skills and the accreditations to go onto to access education placements in colleges, who will live independently and secure employment. All the pathways will seek for the individual to maximise their potential and be successful members of their local community.

Learning Outside the Classroom is an important part of every subject. In History we seek to take learning beyond the classroom as it increases engagement and allows students to develop wider skills. Some activities we use outside the classroom include:

Trips and visits to:

- Museums and Memorials
- Local heritage sites
- Overseas visits to places of historical significance

## **Implementation**

### Teaching and Learning

Key Stage 3 and 4 follow the National Curriculum for History which is adapted to suit the needs of groups and individual pupils in school. Pupils are taught in class groups and have the opportunity to work individually, in small groups or as a whole group as appropriate. A range of approaches are employed to communicate learning objectives in each lesson or teaching and learning session.

A mixed age group of students who have been identified according to individual need benefit from a structured and a sensory approach to aid teaching and learning.

Pupils who are PMLD and others for whom it is appropriate for will follow accredited learning using ASDAN.

History teaching is delivered by staff that will provide planning based on KS 3 programmes of study or other appropriate medium-term plans or schemes of work with support from the history coordinator if required.

Educational visits are organised by staff and are topic based.

### Resources

Resources will be kept in a specific central room or in classrooms and can be accessed by all pupils and staff.

## Planning and Record Keeping

Long term topic planning is based on the Key Stage 3 National Curriculum Programme of Study. Pupils are to follow whichever scheme of work is considered appropriate for them. Pupils in Key Stage 3 (Year 7, 8 & 9) will follow a 3-year rolling programme of a medium-term plan and Key Stage 4 will follow a 2-year rolling programme.

All history schemes of work support inclusive practice.

Pupils who are PMLD and others who it is appropriate for will follow accredited learning using ASDAN "Transition Challenge Sensory," "Transition Challenge" and "New Horizons."

Record keeping can take a variety of different forms via observations, written records, photographs or marking.

## Impact

### Assessment

Wherever possible assessment will be planned and used both formatively and diagnostically, helping teachers to meet the developmental needs of each pupil.

Pupils will be assessed via observations, summative and formative assessment to inform future planning.

Progress assessed using the key objectives from the National curriculum, Q Scales and Evidence for Learning as appropriate.

Positive and supportive peer assessment may be used for self-evaluation and feedback.

Achievement and information will be shared with stakeholders through display, celebration events, newsletters, school websites and reports.

### Monitoring & Review:

- Lesson observations
- Work reviews
- Learning walks
- Moderation of work

### Curriculum Management

All stakeholders will work together to ensure the implementation of the history policy. The history coordinator will lead teachers of the subject to facilitate the distribution of resources and timetabling where appropriate in the following ways:

- By updating the policy.
- Identifying the need to update resources.
- By promoting the appropriate training.
- To keep staff abreast of new developments.
- By providing support to enable staff to develop their pupils capability.

### Cross curricular opportunities.

Teachers will seek to take advantage of cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through history lessons to other areas of the curriculum and vice versa. Opportunities to use ICT to support teaching and learning will be planned for and used as appropriate.

### Inclusion

All pupils, regardless of race, gender, culture or disability shall have the opportunities to develop their knowledge and understanding of history. The school will promote equal opportunities for all pupils and will ensure equal distribution of resources.

All pupils regardless of learning difficulties will have the opportunity and support for specific learning needs. Dyslexia friendly strategies will be employed throughout the school. See dyslexia friendly policy on the website for more information. All pupils will have access to relevant and appropriately challenging learning opportunities that build on prior knowledge and understanding to support achievement and progress.