



North Ridge High School History Policy



Curriculum Policy for History

Equality Statement

Equalities Act 2010

The Equality Act 2010 has been drawn up to tackle inequality and prevent discrimination against people on the basis of 'protected characteristics'. It brings together several existing laws and aims to make understanding the law simpler. It also introduces a new single public sector equality duty, which requires public bodies to actively advance equality.

All policies at North Ridge take account of this Act.

UNICEF Rights of The Child

Rights Respecting Schools

In the 1940s, the United Nations produced the Universal Declaration of Human Rights which was adopted in 1948. This Declaration applies to children as well as adults. However, growing awareness of the rights of children led to calls for a dedicated children's human rights treaty.

Article 29: Goals of education

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

INTENT

Purpose/Rationale

This policy outlines the purpose, nature and management of History taught in our school. North Ridge strives to provide high-quality History education to all pupils. The aim is for pupils to gain knowledge and understanding of Britain's past and the wider world, inspiring them and making them curious. Teachers equip pupils with skills to ask meaningful questions about the past, take part in structured debates, explore evidence and understand the process of change.

Overview

History is taught in KS3 and KS4 throughout the year. History is also taught within theme as part of the curriculum for structured and experiential learners.

Aims

The National Curriculum identifies 6 aspects of History by which pupils are able to demonstrate their knowledge, skills and understanding. These are as follows;

Chronological understanding, history of the wider world and Europe, historical abstract terms, historical concepts, historical enquiry and perspective.

These aspects of History are developed through teaching the content relating to local, national and world history set out in breadth of study at each key stage.

- Chronological understanding - All pupils know and understand chronological narrative, from the earliest times to present day. Pupils will be aware that Britain has influenced and been influenced in the wider world.
- History of the wider world - Pupils know and understand the significant aspects of History and the wider world, understanding the nature of civilisations, the expansion and dissolution of empires, characteristic features of past non-European societies, and the achievements and follies of mankind.
- Historical abstract terms-Pupils know the meaning of abstract terms in history such as; empire, civilisation, parliament, peasantry.
- Historical concepts-understanding concepts such as; continuity and change, cause and consequence, similarities and differences. To use this information to create a structured account, make connections, and analyse trends.
- Historical enquiry - pupils have the awareness of how evidence is used to make historical claims.
- Historical perspective- pupils understand connections between local, regional, national and international history. They will also have an awareness of cultural, economic, military, political, religious and social History between short and long timescales. (National curriculum 2014).

IMPLEMENTATION

Teaching & learning

At Northridge, we have adapted the National Curriculum to suit the needs of our learners. Pupils will have lessons where the focus is to understand the past of Britain and the wider world in context of the following:

- Changes within living memory.
- Events beyond living memory.
- Lives of significant individuals and their contributions.
- Significant historical events.

Pupils will be taught by completing theoretical and practical based activities. These activities will be taught using carefully selected resources to support learning where pupils will be taught to use them with care. Teachers will refer to high quality detailed rubrics to support their planning and teaching.

KS3 and KS4 classes have a history lesson once a week during their designated half terms where the focus is history. History will be taught within theme lessons for structured and experiential learners.

Planning

Planning is in line with the school planning policy and ensures pupil progression by teaching, local, British and world history. Teachers use the long term plan as a guidance of which topics to cover. Long term plan has been designed in line with 2014 National Curriculum.

IMPACT

Knowledge, Skills and Understanding

Students will know more, remember more and understand more about History.
Students will understand and use the key skills of chronological understanding, knowledge and understanding of events in the past, Historical interpretation, Historical enquiry and organisation and communication.
Students will achieve P level and National Curriculum related progress expectations in History.
As historians, children will learn lessons from history to influence the decisions they make in their lives in the future.

Assessment, Recording and Reporting

- B-squared assessment tool
- Teacher observation of pupils' work
- Self-assessment
- Records of achievement

Staff Development

Staff will have access to external courses where this is clearly linked to SDP and impact on pupil progress.

Resources

Resources for each History topic are stored in the History lead's stockroom.

Monitoring and evaluation

The Head teacher, Assistant Head, the History Co-ordinator, Assessment Co-ordinator and teachers, monitors History having identified priorities, the SLT and History Co-ordinator construct an action plan that may form part of the School Development Plan. This forms the basis for any monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place e.g. classroom observation, planning scrutiny, work sampling etc.

Review

Date approved by Governors:12.7.22

Date of review: July 24