



GREENSIDE SCHOOL

History Policy

Introduction

This policy reflects the values, ethos and philosophy of Greenside School in relation to the teaching of History. It provides guidance on, content, planning, teaching and assessment.

The History Policy is a working document and it reflects the practices that are carried out. The policy is agreed upon by the whole teaching staff and presented to the Governing Body.

Rationale

At Greenside School the teaching of History is primarily used to inform and stimulate pupils' curiosity about people's lives and lifestyles together with past events and developments in the world around them.

Teachers at Greenside School endeavour to link learning of the past to the pupil's personal experience, whilst practical and creative activities introduce pupils to key events, engaging pupils at their own level of development.

For pupils working at P Level 1-3 a Curriculum Support document provides guidance for appropriate and relevant access to the History Curriculum.

The Autism Spectrum Condition (ASC) policy provides similar guidance for pupils within this cohort.

Aims

Throughout all modules pupils will be taught to:

- Learn about significant men and women, children and events from the past and the present, including those from the pupils' local area, Britain and the wider world.
- To listen and respond to stories
- Experience different ways in which people have represented the past
Including through: pictures, plays, film, reconstruction of the past, museum displays, TV programmes, ICT, fiction and non – fiction literature.

- Place events and objects in chronological order
- Communicate common words and phases relating to the passage of time
- Identify differences between ways of life at different times
- Gain knowledge and understanding of the changes in their own lives and the way of life of their family or others around them.
- To use a range of sources of information to help pupils ask and answer questions.

Implementation

Schemes of work developed by EQUALs are used to assist teachers long and medium term planning, and ensure breadth and balance.

Use is made of the local community facilities and the school minibuses enable pupils to experience the wider community. During such visits, opportunities occur for pupils to explore contrasting features to those found in the school environment.

Resources

A range of History resources, including ICT are available in school. The majority of resources are stored centrally.

Equal Opportunities

The Scheme of Work contains differentiated learning objectives. Teachers will provide any other adaptations, specific teaching techniques and specialist resources required to overcome individual pupils' barriers to learning.

Monitoring and Evaluation

Monitoring and evaluation will be carried out in order to enhance the teaching and learning of History within our school. Assessment of learning and assessment for learning are integral in evaluation and planning for teaching.

Pupil progress in History is tracked through P Level assessments twice a year.

Reference

'Planning, teaching and assessing the curriculum for pupils with learning difficulties'
QCA 2009.