

Jerry Clay Academy



History Guidance

Updated September 2024



Guidance for Teaching and Learning in History

Introduction

At Jerry Clay Academy we are committed to providing all children with learning opportunities to engage in discrete History lessons. This guidance outlines the purpose, nature and management of History taught at Jerry Clay Academy. It reflects the consensus views of all the teaching staff and they are responsible for its implementation.

This guidance should be read in conjunction with the New Curriculum 2014 documentation which sets out in detail what pupils will be taught in different year groups as of September 2014.

Vision

At Jerry Clay Academy we believe that History encourages pupils to consider how the past has influenced the present and how a variety of elements influenced people's actions. It is about changes that have occurred and the causes and consequences of these changes.

History at Jerry Clay Academy has an emphasis on encouraging children to develop the skills of researching and evaluating evidence and discussing their knowledge of past events, civilizations and the concepts of chronology. Skills developed through historical enquiry have a wide application to everyday life and historical awareness promotes responsible citizenship

Intent

Aims

History at Jerry Clay Academy aims to provide pupils with a thorough understanding of the past of both Britain and the wider world. We aim to ensure that children are able to think critically when examining evidence and can develop their own opinions, which they can then back up with their historical knowledge.

In line with the National Curriculum (2014), we aim to:

- to instill in the children a curiosity and understanding of events, places and people in a variety of times and environments.
- to develop an interest in the past and an appreciation of human achievement and aspirations.
- to understand the values of our society
- to learn about the major issues and events in the history of our own country and of the world and how these events have influenced one another
- to develop a knowledge of chronology within which the children can organise their understanding of the past
- to understand how the past was different from the present and that people of other times and places may have different values and attitudes from ours
- to understand the nature of evidence by emphasizing the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials



- to distinguish between historical facts and the interpretation of those facts
- to understand that events have a multiplicity of causes and that historical explanation is provisional, debatable and sometimes controversial

Implementation

Curriculum Content Provision

The core of the History provision at Jerry Clay Academy is based on the subject content that should be taught within each Key Stage as outlined in the new National Curriculum (2014). Where possible, History objectives are linked into the themes that children are learning about.



Through History the children learn a range of knowledge, skills, concepts, attitudes and methods of working. We use a variety of teaching and learning styles in History lessons to develop children's knowledge, skills and understanding. These include:

- Use of story, including story telling.
- Discussions and debate
- Questions and answers
- Individual and group investigations
- Television, radio, audio recording, video, film, internet and other computing resources
- Fieldwork, including visits to museums and historic sites
- Having access to and are able to handle artefacts
- Use of non-fiction books to aid research
- Having visitors talk about their personal experiences.

Health and Safety

The school's Health & Safety Policy outlines the safe codes of practice for our school and provides the necessary guidance on the response and the reporting of all incidents.

Children are encouraged to assess hazards and discuss the appropriate precautions. Children are taught the appropriate safe practice when using equipment. This will include:

- How to use equipment correctly and in accordance with health and safety guidelines.
- To behave in a considerate and responsible manner, showing respect for other people and the environment; both in school and on trips outside the classroom.

Equal Opportunities and Inclusion

All children are encouraged to participate in History lessons regardless of gender or ethnic background. The school will react positively to gender-typical attitudes and encourage the breaking of them.

Our school is committed to the principle that we deliver an inclusive curriculum for all pupils allowing them the opportunity to achieve their full potential. Each individual's well-being, needs, education and learning will be met through:

- Setting suitable learning challenges that have achievable learning targets and are motivated by success
- Deepening children's historical skills and understanding so that all children's needs are catered for allowing pupils to achieve a high standard of learning
- Responding to pupils' diverse learning needs so that all pupils can fully participate and access lessons so that there is an equality of opportunity through teaching approaches.

At Jerry Clay Academy History is planned so that potential barriers to learning and assessment for individuals and groups of pupils are overcome through:

- Provision being made where necessary to support individuals or groups of pupils to enable them to participate effectively in history lessons
- Pupils' understanding being developed through the use of all available senses and experiences
- Aspects of the areas of study that may present specific difficulties for individuals being identified and adapted accordingly



Equipment and Resources

The History Leader carries out an annual audit of the resources and re-orders any consumables when necessary. New resources can be purchased through negotiation between class teacher and subject leader, within the amount allocated in the annual budget.

Planning

Class teachers are responsible for the planning and delivery of History lessons, in line with the National Curriculum (2014) Key Stage subject content for their own classes.



Long term planning is produced and saved on the staff shared area at the start of each year and is adapted where appropriate. Medium term planning is completed at the start of each term and displays History objectives being taught in a particular class, each week. This includes the strands that are used in each lesson along with the skill being taught in that lesson. This is then transferred into a teacher's

short term plan; a smartboard which clearly states the Learning Objective, Success Criteria as well as key aspects being taught in the lesson.

Early Years Foundation Stage

We teach History in the Reception class as an integral part of their theme work covered during the year & detailed in their long term plan. This has been carefully planned to ensure that understanding of the world prepares children for the Year 1 History curriculum. These include:

- To develop a sense of time through events in stories and in children's own lives and their family relationships using appropriate vocabulary.
- To develop an awareness of time and change. Learning about seasons and life cycles through photographs and artefacts.

In Key Stage 1

- To develop an awareness of history and a sense of chronology through the study of the lives of people and events in the more distant past.
- To know where the people and events they study fit within a chronological framework.
- To understand the methods of historical enquiry through using a variety of sources to compare lives, past and present, and question events in the past.

In Key Stage 2

- To extend the depth of historical enquiry and broaden the range of study.
- To be able to make connections and note contrasts and trends over time.
- To interpret and communicate historical knowledge in a variety of ways, through art and drama as well as the written word.
- To increase awareness of events, people and societies from the past, in order to gain a better understanding of the present.
- To ensure there is progression from Key Stage one through teaching and combination of in-depth and overview studies about British, local and world histories.

Strategies to support children with SEN

At Jerry Clay Academy, in History, we use a number of evidence-based strategies to support children with SEN. Strategies include:

Scaffolding

- Support for SEN children with learning vocabulary; this may include flash cards or vocabulary mats.
- Games/songs to support vocabulary learning.
- Support in writing sentences eg, missing words rather than writing the whole sentence. Also, use of sentence starters to support writing.

All scaffolding follows a 'I do, you do, we do' approach.

Explicit Instruction

- Pupils may be supported in their thought process in History.
- Pupils will be given specific opportunities by adults to practise specific skills that are look into the barriers to learning and how to overcome these.
- Visual aids and concrete examples (where necessary) will be used to support learning.

Cognitive and Metacognitive Strategies

- Tasks may be 'chunked' into smaller steps.
- Vocabulary prompts may be used to support sentence work.
- Depending on ability, children with SEN may be asked to evaluate their own progress and discuss what they can do to move their learning forward. This through self and peer evaluation.

Flexible Grouping/Fading

- Temporary groups may be established to support learning a particular concept.
- Pre-teaching and support with new vocabulary may be used.
- Precision teaching to support children who require additional support.

Use of technology

- Tasks set may include useful apps/websites to move learning forward.
- Speech generating apps may be used for recording.
- Use of technology for independent work.

Impact

The impact of our History curriculum is constantly reviewed by the subject leader and evidence is recorded in the subject leader file.

Subject Leadership

Through their monitoring of the subject, the subject leader should be confident in leading the subject and assisting staff when needed. The monitoring cycle should be rigorous in History and should allow the opportunity for staff to receive and act upon feedback given through staff meetings or staff training.

Teaching

Through implementing the key steps identified in the Action Plan, History should be heightened across the school and children should be confident in talking freely and with knowledge about the subject. Teachers should be confident in teaching History and should be teaching it regularly, as set out in our whole school timetable guidance. With constantly being alert to any new resources available for successfully delivering our History curriculum, this will allow opportunities for teachers to use resources in lessons which develop children's understanding of both prior knowledge and new learning.



Assessment

Assessment is in line with the school's Policy. Assessment opportunities are included in the study of each unit of work. Assessments are based on the National Curriculum level descriptors.

Teachers will assess children's work in History throughout the year. There will be a strong focus on Assessment for Learning (AFL), retrieval and spaced learning is planned into our long term plans. Children will be encouraged to assess their own work where appropriate.

Assessment can be carried out informally during the course of teaching. It enables the teacher to identify a child's understanding and progress in particular aspects, to inform their immediate teaching and to plan for their coming lessons. Likewise, assessments of children's work are carried out after the lesson where the teacher marks a child's work, using the school's marking policy. Work can be followed up during 'Mini Retrieval' in the next History lesson.

Teachers will use the relevant History Assessment pro-forma for their particular year group to ensure that the subject content is covered throughout the course of the year.

Parents are informed of the pupil's progress during parents meetings and in Termly reports.

How History teaching is monitored

History is monitored as part of the Jerry Clay Academy subject leadership monitoring cycle (*See subject leadership file*). Throughout the year, the Subject Leader carries out book studies & drops ins to support staff in the effective delivery of the History curriculum.

Miss G Farrer

History Lead