



**OAK FIELD SCHOOL &  
SPECIALIST SPORTS  
COLLEGE**

**POLICY FOR  
HISTORY**

# OAK FIELD SCHOOL & SPECIALIST SPORTS COLLEGE

## Policy for History

**Date of Policy: Autumn 2016**

### Philosophy

At Oak Field School it is the intention to provide a History Curriculum which will enable pupils to adopt an enquiring and questioning approach to the human and physical environment and to use geographical skills to support their daily lives. The nature of History demands that it is taught as a multicultural subject and also meets the requirements of the equal opportunities policy laid down at Oak Field School.

Students throughout the school should be afforded the opportunity and encouraged to develop an awareness, experience and understanding of historical concepts appropriate to their level of development. This will be achieved through practical activities and experiences (including appropriate visits, drama incorporating role play and examination of relevant historical artefacts) and also by the recording and reporting of events in a way that is relevant to the individual student.

Every student is entitled to access all areas of a broad and enriching History Curriculum in keeping with their individual needs.

History offers particular opportunities for the promotion of positive and informed images of diverse cultures and perspectives. Teaching and learning should not only ensure balance but be proactive in providing such opportunities.

Throughout the school the planning, assessment and evaluation of progress in History will take into account pupils from different ethnic groups, gender, disability and age range.

Cross – curricular approaches may be used where this is pertinent to the needs of the students and their total curricular experience.

### Aims

All students in the school should have the opportunity to:

- experience a wide variety of appropriately differentiated concepts.
- experience and develop as far as possible the requisite skills, techniques and knowledge required for the pursuit of historical paradigms.
- enable optimum progress to be made
- participate in a wide range of historical experiences both in school and through visits to places of local and national historical importance.
- access, experience and examine as many historical artefacts as possible

Students should:

- (a) investigate topics
- (b) communicate in a variety of ways
- (c) use a wide range of sources
- (d) explore/experience/understand key terms and concepts.

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## **Strategies for putting policy into practice**

The History curriculum will be delivered by means of a balanced mixture of classroom teaching and learning (using a range of styles and activities designed to meet the needs of the individual learner), sensory experiences, day and residential visits, and practical tasks to make experiences tangible and immediate. Appropriate programmes of study are adapted to provide all pupils with relevant and appropriately challenging work at each key stage. The contributions of all pupils are respected and valued and the supportive safe environment created supports the generation of enthusiasm and interest in History.

History creates a range of cross curricular opportunities to link with all other curriculum areas but especially with Geography, Science, PHSE, Citizenship and ICT.

## **Roles and Responsibility**

Work throughout the school should be planned in order that students experience/explore/develop:

- knowledge and understanding of the past
- some awareness/understanding of historical terminology/concepts
- the use of primary and secondary sources.
- investigative, organisational and communication skills

The curriculum outline reflects the “broad, balanced and relevant” curriculum to which all students are entitled.

Curriculum outlines and Schemes of Work are devised through discussion within departments overseen by the subject leader.

Curriculum outlines and schemes of work are not static and will evolve to meet the needs of the students.

## **Recording and Assessment**

Student achievements and experiences are recorded in Individual Education Plans and in the students’ permanent record files. Students should be assessed in a way that is relevant, informative and appropriate for the individual

## **Monitoring, Review & Evaluation**

The work of students is monitored through collection, collation and examination of moderations, lesson plans and Schemes of Work. The delivery of the History curriculum is monitored through classroom observation. The policy and practice of History within the curriculum will be reviewed and amended as necessary on a bi-annual basis, so informing future planning.

**Next Review Date: Autumn 2018**