

THE ROSEWOOD SCHOOL

History Policy 2017-2018



Staff Responsible

Mrs H Sharratt

Policy Date –

September 2017

Review Date –

September 2018

Description of school

Rosewood is an urban special school for boys of secondary age who have emotional and behavioural difficulties. Pupils are drawn from all over the borough and reflect a wide social mix and very varied family backgrounds.

Nature of Subject

Learning about the past and applying the methods used to study it helps pupils make sense of the world in which they live.

We teach history to arouse an interest in the subject for its own sake and because it should develop an appreciation of what people are capable of.

History gives pupils a sense of identity, the pupils in our charge lack confidence in themselves and History can help to rebuild this by showing them that they have a History and do have a place in the world.

Knowledge, Skills and Understanding

There are a number of key concepts that underpin the study of history. Pupils need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding.

Understand and use appropriately dates, vocabulary and conventions that describe historical periods and the passing of time.

Develop a sense of period through describing and analyse the relationships between the characteristic features of periods and societies.

Build a chronological framework of periods and using this to place new knowledge in its historical context.

Understand the diverse experiences and ideas, beliefs and attitudes of men, women and children in past societies and how these have shaped the world.

Identify and explain change and continuity within and across periods of history.

Analyse and explain the reasons for, and results of, historical events, situations and changes.

Consider the significance of events, people and developments in their historical context and in the present day.

Understanding how historians and others form interpretations.

Understanding why historians and others have interpreted events, people and situations in different ways through a range of media.

Evaluate a range of interpretations of the past to assess their validity.

During the Key Stage 3 pupils should be taught the **Knowledge, skills and understanding** through 6 British studies and three world studies.

In their study of local, British and world history, pupils should be taught about:-

- a Significant events, people and changes from the recent and more distant past.
- b History from a variety of perspectives including political, religious, social, cultural, aesthetic, economic, technological and scientific.
- c Aspects of the histories of England, Ireland, Scotland and Wales where appropriate.
- d The history of Britain in its European and wider world context.
- e Some aspects in overview and others in depth.

Teaching and Learning approaches

Teaching and learning approaches will be in line with the Teaching and Learning Policy.

Assessment and Reporting

Assessment and reporting is in concert with the whole school Marking and Assessment Policy. Work is differentiated by input and output.

Cross Curricular Links

The scheme of work for this subject will include opportunities for Literacy across the Curriculum, Numeracy across the Curriculum and IT. It will also include opportunities for social, moral, spiritual and cultural issues to be addressed. These will be highlighted in the scheme of work.

Monitoring and Evaluation

The subject curriculum is to be reviewed each year and subject advisors (where available) are to be consulted in this process. The curriculum delivered should be monitored by the subject teacher and a senior member of staff charged with that responsibility. An annual audit of the curriculum is undertaken to evaluate each year's curriculum delivery and to aid future planning.

Management of the subject

The Subject Co-ordinator has a job specification giving detailed areas of responsibility. The overview of the school's curriculum is the time management responsibility of the Deputy Head Teacher.

Special Needs

Subject will follow the guidelines laid out in the Special Educational Needs Policy.

Health and Safety

All activities, whether in school or off site, will be guided by the school's Health and Safety Policy.

Risk assessments are completed for all off site activities on each occasion and each pupil's participation is considered on the basis of the individual, the group and the activity. Risk assessments are held centrally by the Health and Safety Co-ordinator.

The Health and Safety Policy Risk Assessment Procedure should be seen as a positive process to enable as many students access to activities as possible.

Equal Opportunities

Rosewood School is committed to working towards equality of opportunity in all aspects of school life and aims to provide access to the curriculum for all its pupils.

APPENDIX

- **Subject Guidelines**
- **Resources**
- **Scheme Matrix**

THE ROSEWOOD SCHOOL

GUIDELINES

KEY STAGE THREE

Programme of Study

Pupils should be taught about changes in the economy, society, culture and political structure of Britain from the early Middle Ages to the twentieth century. They should be taught about aspects of European and non-European History, and to make links and connections between historical events and changes in the different periods and areas studied. They should be given opportunities to use their historical knowledge to evaluate and use sources of information, and to construct narratives, descriptions and explanations of historical events and developments.

Areas of Study

- Year 7**
- The Roman Empire
 - The Dark Ages in Britain
 - The Norman Conquest
- Year 8**
- The Tudors and the Reformation
 - Stewart rule of Britain and Ireland
 - The development of Ethiopia under colonial rule
- Year 9**
- The Black Peoples of America
 - The Industrial Revolution in Britain
 - The First World War and the consequences of global conflict

KEY STAGE 4

In Key Stage 4 selected pupils will follow OCR Entry Level Certificate.

SCHEME OF ASSESSMENT

All candidates must produce a piece of controlled assessment. This will be set and marked by the teacher, and externally moderated.

The controlled assessment will be based on the Modern World History or Humanities GCSE course.

ENTRY LEVEL COURSEWORK PORTFOLIO REQUIREMENTS

The portfolio must contain at least six pieces of work, which must be drawn from at least two defined content areas of the chosen syllabus. The work must be at least 1500 words in length. Any work produced during the course may be eligible for inclusion in the portfolio.

Pieces of work included in the portfolio must be valid in relation to the assessment objectives (which are identical to those of GCSE History.) The following mark weightings must be observed.

Objectives 1 and 2 together	-	60-80 marks
Objective 3	-	20-40 marks
TOTAL	-	100 MARKS

The pupils complete an extended task on 'The Rise of Hitler' followed by five smaller extended writing tasks on.

- Apartheid in South Africa
- The Russian Revolution
- The First World War
- The Cold War
- The Civil Rights Movement

METHOD OF COURSEWORK MODERATION

Postal moderation