

Glendale Middle School History

Intent

“The function of the historian is neither to love the past nor to emancipate himself from the past, but to master and understand it as the key to the understanding of the present.”
E. H. Carr (Historian and Writer)

Historians believe that if you do not know where you have come from then you cannot understand where you are going. At Glendale we aim to provide an experience that will help pupils understand the context of the world we live in, to understand how life has changed over time in different cultures and to develop a life-long interest in the subject.

We believe that valuable skills are developed through the study of History. In particular, the skills of research, analysis, empathy and creative thinking. History helps pupils to think logically, understand causation and put forward reasoned arguments. It enables pupils to have the confidence to find evidence, evaluate it and use it to reach and support their own conclusions. To do this they need to be able to research, sift through evidence, and argue for their point of view.

Implementation

The Schemes of Work in both Key Stage 2 and 3 follow the National Curriculum (2014). Pupils receive a minimum of one hour of history teaching per week. Teaching in Key Stage 3 is led by a teacher with subject specialism. In Key Stage 2 we follow the Plan Bee scheme, as agreed with Wooler First School, to ensure breadth of coverage and to ensure the progression of key skills.

Cross-curricular links are reinforced widely and also links are made between National Curriculum topics with local history wherever possible. This helps to further engage our pupils and bring relevance and context. Pupils in Year 8 studying James VI and I and his book “Daemonologie” for example, will learn about the North Berwick Witch Trials and how they in turn link with Macbeth, studied in Key Stage 3 English.

Teachers ensure that access to history is fully inclusive; work is differentiated to suit the needs of all of our pupils. Lessons are creative and are planned to engage and inspire pupils, whatever their preferred learning style. Pupils learn to interrogate source materials, infer meaning from images and artefacts and to complete independent research. Older pupils develop their skills in essay writing, helping them prepare fully for the challenges of high school.

Trips and visitors are an important aspect of the history curriculum at Glendale. We make great use of our local area and the historical treasures it has to offer. We use museums and heritage sites throughout the area to enable pupils build upon the subject knowledge developed in the classroom and regularly welcome archaeologists and experts into school to engage with pupils. We are regularly involved in projects with external heritage providers, aimed at broadening the cultural capital of our pupils in our rural area.

Impact

Pupils at Glendale enjoy history and look forward to exploring their topics in depth. Pupils have the opportunity to complete project work and homework based upon their lessons, to further develop and embed their understanding.

Before each unit of work teachers establish the pupils' level of knowledge, understanding and skills. These assessments are used to refine planning so that activities are suitably challenging. Assessments are carried out at the end of each topic to measure progress. Attainment is reported to parents at Parents' Evenings and through the school reporting progress.