



**Abacus Primary School**

# **History Policy**

---

**Written by: Mrs Bright**

**On: 1/5/20**

**Reviewed: 10/12/21**

**Future Review date: January 2023**

**Intent:**

At Abacus Primary School we want children in History to become knowledgeable and curious about the history of people, within Britain and in a wider context. This knowledge will allow children to understand the world that they live in. Their curiosity will equip children in understanding the importance of their actions and give them skills in dealing with everyday events in an empathetic and unbiased way. We help them to achieve this by teaching a carefully planned

curriculum that explores the importance of significant people and events from the past in Key Stage One and Foundation. Extending this to more detailed understanding of time periods in Key Stage Two. This will enable children to understand what caused events in the past; how these events have shaped our present and how they will shape our future. It also allows children to understand why people acted as they did and how different beliefs and ideas can affect the way people deal with things.

### **The Purpose of this policy**

This policy outlines the way in which we at Abacus Primary School teach History. The National Curriculum forms the basis of our curriculum to ensure that children's knowledge and understanding of Britain and the wider world grows. We have then developed a curriculum that ensures that children are delivered a coherent and inspiring curriculum. It also equips children in asking perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement.

### **Roles and responsibilities**

#### **Subject leader:**

The subject leader is responsible for ensuring that the National Curriculum is covered across all year groups and that teachers are assessing children in their progression within the subject. The subject leader is responsible for assessing the assessment data to ensure that children are progressing within their subject and actioning strategies if progression is not made. The subject leader is responsible for ensuring that planning allows progression of knowledge and skills. The subject leader will scrutinise the subject by carrying out lesson observations, planning scrutiny, work scrutiny and pupil and staff perceptions in order to ensure that progress is being made across the year groups. The subject leader is also responsible for supporting teachers in developing their subject knowledge and offering support and guidance in creating inspiring and challenging lessons. The subject leader is also responsible for ordering new resources and supporting teachers in searching for inspiring visits and visitors.

#### **Class teachers:**

Teachers need to ensure that they are using the Curriculum Progression Map and Subject Overview for History written by the subject leader to plan their

lessons. Teachers need to ensure that they are using clear differentiation so that all children's needs are catered for within lessons. It is also the responsibility of the teacher to ensure that they are using resources that are available in school to support children's learning as well as enabling children to use their reading skills within History lessons to encourage enjoyment of reading. Teachers must also ensure that any misconceptions are addressed so that children have access to the truth. Teachers are also responsible for updating Target Tracker so that children's progression can be monitored by the teacher, the subject leader and assessment leader.

### **Governing Body:**

The responsibility of the governing body is to ensure that the curriculum is being followed and that progression is being made across all year groups. The governing body should look at data to understand where any support might be needed and offer support where required.

### **How the subject is taught across the school**

At Abacus Primary School teachers use the Curriculum progression map, Subject Overview and Long Term Plans to inform their Medium Term Plans/Weekly Plans to ensure that all areas are covered and that there is progression of children's subject knowledge and skills across year groups. Teachers then use planning tools such as Twinkl PlanIt, Historical Association and [keystagehistory.co.uk](http://keystagehistory.co.uk) to plan individual lessons.

Teachers use a wide range of teaching and learning strategies to develop children's learning. Teachers often use drama, art, design and technology, computing and music in history teaching to ensure that history teaching is inclusive and inspiring for children. Children have access to topic boxes, and this enables primary and secondary sources to be used within History lessons to enhance enjoyment of lessons and deepen understanding.

To link in with our whole school development of the use of vocabulary. Never Heard the Word grids are used to develop pupils' vocabulary knowledge in all curriculum areas. These are visited at the beginning of a new unit in History and revisited at the end to allow pupils to show their development in knowledge and understanding.

The period being covered in History is often used as the driving forces behind our topic-based learning. We often have visits and visitors linked to History to

act as hooks for a new topic or are used within topics to deepen understanding and look at specific events.

### **Organisation**

In Foundation, History is taught as part of 'Understanding the World', children are taught the concept of the past, present and future linking mainly to their own families. Children learn about specific events from the past that we remember today, such as Guy Fawkes night. Through English, they learn to sequence events and write about events from their lives.

In Key Stage One and Two, History often forms the basis of their topic for the term, such as 'Rule Britannia' in Key Stage One and 'Romans' in Key Stage Two. This allows History to support the learning in many different subject areas.

### **Planning**

The Curriculum Progression Map for History forms the basis of all our planning in Key Stage One and Two, which is linked to the National Curriculum, Target Tracker assessment and key skills. In Foundation, we follow the Early Years Foundation Stages when planning.

In Key Stage One is used as a basis for some topics and specific History lessons are taught discreetly when relevant.

In Key Stage Two History is used as a basis for topics but block teaching is used to develop historical skills and equip pupils with knowledge and skills to use in other curriculum areas.

Teachers can use Twinkl PlanIt, Historical Association and [keystagehistory.co.uk](http://keystagehistory.co.uk) to support their planning.

### **Inclusion**

History is a subject that can really interest children and it is differentiated accordingly to ensure that every child is able to participate in lessons. The hands-on nature of History can be stimulating for some children with additional needs and as such the enjoyment that many children find in learning about History makes History a subject that can prove rewarding for many children.

### **Resources**

History resources are kept in Topic Boxes in the Group Room. These hold replicas of artefacts and secondary sources for use with planning and in the classroom.

If staff need additional resources, the library and local museums offer Topic Boxes for hire. The subject leader also has a budget that can support the purchase of new resources.

### **Assessment arrangements**

Assessment is carried out at the end of each session and at the end of a unit this assessment data is inputted onto Target Tracker. Assessment is carried out by looking at completed work in curriculum journals and oral responses to questions. A final level is inputted into Target Tracker at the end of each academic year.

### **Home school partnership opportunities**

History is a fantastic way of increasing links with the local community. The sharing of family pictures and stories brings everyone together. At Abacus Primary School, our school family is very willing to participate in events and we have been able to celebrate and remember historical events as a school including, Remembrance Day, the beginning of World War One, the end of World War One, Royal Weddings and the Wickford Flood.

### **Impact**

This policy has been written to assist staff in delivering a History curriculum that will enable children to achieve detail knowledge of historical people, events and periods. As well as, progress skills in History through the school years. This policy will be updated yearly to ensure that it matches the expectations that we at Abacus Primary School are striving for. The findings of any scrutiny undertaken by the subject leader will be shared with staff and governors as appropriate.

### **When it will next be reviewed.**

January 2023

### **Policies connected to this History policy**

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

- Teaching and Learning Policy
- Assessment Policy
- Marking Policy
- Special Educational Needs Policy
- Computing Policy
- Equal Opportunities Policy
- Health and Safety Policy

## SEND and History

### 1. Recommended strategies to support differentiation:

#### a) QFT

- Active lessons using artefacts, visitors/visits, secondary resources and outdoor space.
- Allow thinking time to answer questions and formulate answers- especially when giving an opinion about an event with different viewpoints.
- NHTW vocabulary list to begin each new unit of History.
- Visual timeline in each class (KS2) to support chronology.
- Link all lessons back to previous lessons and ensure comparison is made with other time periods studied to use prior learning to support progression.
- Use practical lessons including drama to investigate history concepts.

#### b) Additional School Intervention and Support

- Pre-teaching of vocabulary before lessons. (Direct look at NHTW grid for that sessions)
- Scaffolds or alternative ways to record ideas provided to support history work especially if writing.
- Give targeted support if required.
- Give praise to identify understanding even if this is verbally. The historical skills are important as well as knowing the factual information.

#### c) High Needs

- Strategies will be followed from within the child's EHCP or from any specialist advice received.

### 2. Recommended Assessment Tools, Resources and Interventions:

- Topic boxes can be found opposite Teal Class, please use these within lessons.
- Use topic word mats and NHTW Grids
- Portal to the Past and other groups offer great experiences that can come to school.

### 3. Monitoring SEND

- SEND will be routinely monitored as part of subject monitoring during the academic year.
- The subject leader will use a checklist of recommended strategies above to identify good practice through their observations, climate walks, conversations with pupils and work scrutiny.
- The subject leader will use Target Tracker data (and One Plan data where relevant) to identify progress of SEND pupils in their subject, as well as evidence from exercise books and other sources.

## SEND Monitoring for History

Class:	Number of SEN Support:
Monitoring Activity:	Number of IPRA/EHCP:
Recommended Strategies	Comments
<p>Quality First Teaching:</p> <ul style="list-style-type: none"> <li>• Active lessons using artefacts, visitors/visits, secondary resources and outdoor space.</li> <li>• Allow thinking time to answer questions and formulate answers- especially when giving an opinion about an event with different viewpoints.</li> <li>• NHTW vocabulary list to begin each new unit of History.</li> <li>• Visual timeline in each class (KS2) to support chronology.</li> <li>• Link all lessons back to previous lessons and ensure comparison is made with other time periods studied to use prior learning to support progression.</li> <li>• Use practical lessons including drama to investigate history concepts.</li> </ul>	
<p>Additional School Support:</p> <ul style="list-style-type: none"> <li>• Pre-teaching of vocabulary before lessons. (Direct look at NHTW grid for that sessions)</li> <li>• Scaffolds or alternative ways to record ideas provided to support history work especially if writing.</li> <li>• Give targeted support if required.</li> <li>• Give praise to identify understanding even if this is verbally. The historical skills are important as well as knowing the factual information.</li> </ul>	
<p>Resources/Interventions:</p> <ul style="list-style-type: none"> <li>• Topic boxes can be found opposite Teal Class, please use these within lessons.</li> <li>• Use topic word mats and NHTW Grids</li> <li>• Portal to the Past and other groups offer great experiences that can come to school.</li> </ul>	
<p>General comments:</p>	

N.B. Feedback will be given using the school format of two stars and a wish and may include reference to SEND monitoring if relevant.