

History Policy
July 2022 update

National Curriculum Purpose and Aims:

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identify and the challenges of their time.

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Intent

At Abbey Meads, we recognise a high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. History is a continuous study of the past, its people and events. Through History, children can begin to learn and understand about the past and how this has shaped the future. We aim to inspire pupils' curiosity, equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement, equipping them for later life and achieving our school's mission statement. Our school consists of an increasingly diverse blend of cultures and communities. Our curriculum helps pupils to understand the complexity of people's lives and the relationships between different groups. At Abbey Meads, we want all children to have a positive sense of identify and an understanding of the challenges of their time. Therefore, Swindon's local history and how it connects to regional, national and international history is an integral part of the children's learning. History is the basis for topic based learning in the school, allowing pupils to benefit from cross-curricular learning.

Implementation	Scheme of work
	The school has a progression of skills, taken from the National Curriculum. This ensures there is progression across the school in the key areas of chronological understanding, knowledge and understanding, historical terms, historical enquiry, interpretation of history and communicating ideas. This is broken down into year group units and these break the skills down, from the progression of skills document, into a unit document. Titles of units and skills are set by the scheme, however, teachers can decide on the focus of the lessons within a unit. Unit front sheets are used to identify key knowledge and vocabulary, which will be taught within the unit.
	Planning
	Yearly overviews show which units will be taught in which terms and teachers break these units down into lessons on medium term plans. The medium term plan is guided by the unit front sheet, where the skills from the progression of skills have been broken down into lesson objectives. Key knowledge and vocabulary is planned into the unit and regularly revisited across the lessons. Medium term plans highlight how individuals/groups will be supported to ensure all children can access the history curriculum. Planning clearly identifies opportunities for children to communicate their historical knowledge and understanding with at least one extended opportunity in each unit.
	Teaching
	Units start with setting the historical unit in context for the children - this includes adding it onto the history timeline, which develops every year with the children. This timeline building supports the children's chronological understanding within each unit. Informal quizzes are used to help the children learn more and remember more. These quizzes will focus on the key knowledge and vocabulary identified on the unit front sheets. Children in the Foundation Stage have the opportunity to learn about changes in their own lifetime. By the end of Key Stage One pupils will have the opportunities to develop awareness of the recent and more distant past and of ways in which it was different to the present. Pupils in key stage 2 build on the knowledge, understanding and skills acquired in KS1 in their study of different time periods. They will learn about the past in a variety of ways including objects, photographs, stories and role-play. Focus days/ weeks can be included throughout the year to bring, "History to Life", through drama, music, art and history based activities. Children are encouraged to ask questions and learn from artefacts, visitors, photographs and maps. Furthermore, they are encouraged to develop their general skills in reading, writing, listening and speaking to develop skills of historical enquiry and to learn how to communicate their understanding of history orally, visually and in writing. Children secure their comprehension skills in English and apply these to their historical research. Many trips support the history curriculum, including a residential trip in Y6 to the Isle of Wight (Victorian study), Corinium museum (Romans) and Steam museum. Local history is a central part of our history curriculum, starting with Brunel in KS1 and building on this in KS2 with the railways and WW2.
Assessment	
Teachers use formative and summative assessments to direct next steps in learning and provide targeted intervention where necessary. During lessons, teachers use questioning to guide lessons, support and challenge. Within units of work, teachers use informal quizzes to monitor what the children have learnt and remembered from that unit. Teachers complete end of unit assessments to monitor the attainment of the whole class. These can be used to guide future planning or to build in extra sessions for specific skills.	

	<p>Cross curricular</p> <p>History units are often central to a topic and, as a result, links are made to English lessons (reading and writing). Planning ensures that children use their English skills to communicate their learning in different ways. Research is also carried out in many units, where children will use their computing skills to use websites and search engines to find specific information. During Year 6 a residential visit to the Isle of Wight allows the children to combine a history focused topic with lots of practical first hand experiences and field work opportunities to make the topic really come alive.</p>
	<p>Home - School learning</p> <p>All parents are informed of the history units that are being covered in the term on the termly topic web and letter. History learning is often shared with parents as part of class assemblies.</p>
	<p>Monitoring</p> <p>The subject leader monitors the subject across the school. They follow the school monitoring schedule to evaluate the effectiveness of teaching and learning in history.</p> <p>Across the year, pupil voice, planning audits, book looks and learning walks will take place and the outcomes of this work are fed back to staff and SMT. Where necessary, further monitoring and support will take place outside of the planned work.</p> <p>The subject leader looks at the class assessment documents at the end of the year to put this information together with the information from the subject monitoring during the year.</p>
Impact	<p>Pupil/Parent/Staff voice</p> <p>Children talk enthusiastically and knowledgeably about different periods in history and their learning. They can ask and answer questions and communicate their understanding in a variety of ways. Parents actively engage in family learning events and enjoy being able to work with their children on homework projects.</p> <p>Staff understand the progression of skills and feel well equipped to use this in their history lessons. They know what the children have already learned about and build on this knowledge carefully. Staff use the subject coordinator to support them with planning units of history to ensure they are of the highest quality.</p>
	<p>Data</p> <p>End of unit assessments show that children are working at the appropriate standard within history. These assessments also highlight children working above the expected standard. Learning walks and book looks support these assessments to build an accurate picture of the level of history teaching and learning across the school.</p>
	<p>Book looks</p> <p>Book looks show a high standard of history and a broad and balanced art curriculum. Children take pride in their work and talk confidently about it.</p> <p>Book looks show that children communicate their historical knowledge and skills in a variety of ways, including written pieces.</p>
	<p>Planning audits</p> <p>All planning meets the requirements of the NC within a topic based approach. Planning shows appropriate coverage of knowledge and skills, following the school progression of skills document.</p>
	<p>Learning walks</p> <p>Children are engaged in their learning and show enthusiasm for history. Lessons show they are part of a build-up of skills and fit into the school's progression of skills document.</p>