



Respectful, Responsible, Resilient Learners.

History Policy

Subject Lead: Dr E Chilvers

Policy Updated: June 2024

Next review: June 2026

Intent

At Abingdon, we aim to deliver a high-quality history curriculum that is accessible to all and maximises the outcomes for every child. We want our children to become curious about the past, to ask perceptive questions and to develop the ability to think critically about the past. We believe that studying history allows our children to see how and why our community, our country and the world have changed over time and that what children learn through history, can influence their values and attitudes. Our curriculum fulfils the requirements of the National Curriculum for history; providing a broad and balanced curriculum that enables children to develop a knowledge of British history, including that of our local area, and of the wider world and supports the progressive development of historical concepts, knowledge, and skills. Children are supported to develop a secure sense of chronology, beginning with changes in their own lifetime and those that happen within living memory and extending into the time beyond living memory. We believe that children need to see themselves represented in the curriculum and plan for children to learn about a diverse range of significant individuals in the past as well as the work of different historians.

Implementation

At Abingdon, history is taught on a two-year cycle as part of a termly or half-termly topic, focussing on substantive and disciplinary knowledge as stated in the National Curriculum. Our curriculum is built around a series of enquiry questions and is planned to ensure children show progression, not just in historical knowledge but in their understanding of how we know about the past. Where appropriate, we use schemes of work developed by the Historical Association as a basis for our unit planning, adapting each unit to take account of the needs and context of our children. Links are made between topics, and staff revisit learning about key concepts such as monarchy, empire and civilisation to ensure that children deepen their understanding of the past. Vocabulary is planned to ensure progression of key terminology and children are taught a minimum of six key words per unit of learning. These are included in knowledge organisers which are shared with children and can be used by staff as part of retrieval practice. We are developing a whole school approach to the teaching of chronology to enable children to develop a sense of the narrative of history and an understanding of where each period they study fits into the bigger picture. We believe that children learn best when provided with access to a range of resources and learning opportunities including appropriate trips and fieldwork, and plan for hands on experiences wherever possible. In addition to the historical learning covered by our two-year cycle, children also learn about significant individuals during Black History Month and about the importance of Remembrance. We build on our learning in history lessons with the texts that we study in our English lessons and ensure that children have opportunities for pieces of extended writing about historical concepts.

Impact

By the time children leave Abingdon, we aim for them to be equipped with the historical skills and knowledge that will provide a strong foundation for their future learning not just at KS3 but as they journey into adulthood. We aim for children to develop:

- A secure knowledge and understanding of people, events and contexts from the historical periods covered.
- A good understanding of the big picture of history and how the different periods fit into the wider chronology.
- The ability to support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think critically about history and communicate confidently in styles appropriate to a range of audiences.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.

How the subject is monitored and evaluated

All teachers are responsible for monitoring standards but the Subject Leader, under the direction of the Headteacher, takes a lead in this. Monitoring activities are continuous and fall in with the Subject Leader's action plan. In summary these are:

Review long-term planning and provide appropriate scaffolds for each unit to monitor coverage and balance of the curriculum planned.

Work with teachers in each phase to develop medium-term planning for each unit.

Monitor history learnt – by interviewing pupils, looking at samples of work and observing lessons.

Feedback the results of monitoring to staff in a timely manner. The results of monitoring activities will influence future actions needed to drive ongoing improvement in the teaching of history.

SEND and Inclusion.

Using the SEND code of Practice, Local and National guidance to inform our curriculum structure, our curriculum enables personalisation and equitable delivery of learning for all children regardless of need. Our curriculum is ambitious for all. We utilise whole class teaching methods and make necessary adaptations for individual children and groups of children as appropriate.