



---

## History Subject Policy

September 2022

### Contents Page

1. Abberley Parochial V.C. Primary School vision and values
2. Subject statement and aims
3. Approach to Teaching and Learning
4. Timetable allocation
5. Curriculum overview/planning and progression
6. Assessment/inclusion and challenge
7. Cross-curricular and IT links
8. Roles and expectations of staff
9. Staff development and expertise
10. Monitoring of standards
11. Subject Development

## 1. Vision and values

Our school vision is based on the writings of Paul to the Ephesians. This highlights three principles which form our decision making. We seek for all people in our school community to:

- Feel grounded and rooted in love
- To grow in breadth and depth of understanding
- To be filled with the fullness of life

Our school has adopted seven values and seven attributes which form the basis of the work we do, particularly in relation to our curriculum. It is these values and attributes that all of our subjects focus on instilling in our pupils.

Values: courage, compassion, thankfulness, forgiveness, wisdom, justice, truthfulness

Attributes: knowledge, perseverance, collaboration, curiosity, comprehension, reasoning, creativity

## 2. Subject statement

History at Abberley Primary School is focused on developing pupil's awareness of world and the stories of the people who have lived. Through a study of history our pupils will develop a deep understanding and appreciation of the past and what it can teach us about ourselves, our nation and our world.

Aims – All pupils will be given opportunities to:

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
use and understand precise vocabulary related to periods of study and the passage of time
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
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.
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

Local history is also important to our school community. Whilst much of our planning is resourced through the history association, we include local history studies at regular intervals in our curriculum sequence to ensure pupils get a sense of the part that our area plays in history and also a sense that everywhere has a history that is interesting. The local studies also allow the opportunity to visit and explore real history, such as our visit to The Black Country History Museum.

## 3. Approach to teaching and learning

At every possible opportunity we seek for the pupils to learn through enquiry and exploration of the past. Enquiries should encourage students to apply the key learning verbs indicated in the history progress such as empathising, analysing understanding cause and effect and deepening chronological awareness. We seek to bring the past to life through stories, where possible, helping our pupils to realise that these were real people striving to lead interesting and fulfilled lives in their context. History also provides opportunities for pupils to

develop communication through role play and extended writing/presenting for purpose. For example, as a person from the past, a person going back in time or a person from the past coming to our time.

Our history curriculum covers a range of key concepts in history. This includes disciplinary knowledge that are repeated across each stage of the curriculum to enable pupils understanding of these concepts to deepen and to revisit previously taught vocabulary to enhance retention.

The sequential nature of our curriculum ensures that knowledge is built upon, thus allowing pupils to develop a greater vocabularic understanding and the ability to apply disciplinary knowledge to broad contexts.

#### 4. Timetable allocation

Year 1	History will be explored for the equivalent one hour each week across all year groups.
Year 2	
Year 3	
Year 4	This may be blocked half-termly with geography to allow a two hour weekly session every other half-term.
Year 5	
Year 6	

#### 5. Curriculum overview and progression

The planning overview and subject progression can be found on the school website through the following link:  
<https://www.abberley.worcs.sch.uk/attachments/download.asp?file=180&type=pdf>

#### 6. Assessment/inclusion and challenge

It is essential that the teaching of history is based on the needs of each individual in terms of their development. History can be accessible for all pupils with support a clear understanding of how each pupil is developing. Pupils should be catered for to ensure that the learning opportunities are accessible to them and more able pupils should be challenged to think increasingly deeply and apply a greater depth of explanation and vocabularic understanding.

Lessons may focus on the degree to which key vocabulary can be used and understood. Pupils enquiries should be commented on in books following an investigation linked to skills and collaborative efforts observed.

At the end of each topic, pupils take a key vocabulary quiz. This allows teachers to understand the depth to which vocabulary has been understood and retained. These quizzes also help us build a picture of pupils progress and depth of understanding over time.

Pupils learning is also monitored through learning walks and book reviews. In this way, subject leaders and teachers can see pupil progress and ensure the substantive and disciplinary knowledge are being applied in line with the detailed curriculum.

Pupil voice allows teachers to gain an even greater insight into the depth of learning pupils have attained and knowledge they have retained. During pupil voice meetings in history, pupils will talk at a depth expected having learnt the curriculum and include key vocabulary in their discussions relating to topics. During these sessions pupils will be asked about topics they have learnt, what they recall including vocabulary and how the periods of history are interconnected.

#### 7. Cross curricular and IT links

IT can be a feature of history and may include some or all of the following:

- Presentations in PowerPoint

- Word processing
- Presenting data in graphs or charts

## 8. Roles and expectations of staff

- SLT  
To ensure that the curriculum is followed and that teachers are suitably trained and equipped to teach the skills and knowledge safely. To allow time for teachers and the subject coordinator to fulfil their role.
- Subject coordinator  
To put in place a curriculum and monitor and evaluate it, ensuring pupils are given opportunities to meet the age related expectations and to provide support and feedback to staff relating to the quality of teaching and learning in line with the school monitoring schedule.
- Class teachers  
To plan and teach the history curriculum effectively, preparing genuine enquiries through which children are engaged and develop a deep scientific understanding and range of age related skills. To monitor the pupils learning adapting the curriculum where necessary to meet individual pupil's needs and provide feedback and ensure pupils meet age related expectations where possible. To report regularly to parents and the subject coordinator on individual pupil progress.
- Teaching Assistants  
To support the development of skills and knowledge as directed by the class teachers. To help prepare resources and set up materials for lessons as required.

## 9. Staff development and expertise

All staff who teach history are qualified teachers. Skills audits will form part of the annual subject development planning.

Staff training carried out in Summer 2022 focused on Tim Lomas 'Getting to grips with concepts in primary history' and the OFSTED research review.

Staff training from September 2022 with focus on Karin Doull, Christopher Russell and Alison Hales 'Mastering Primary History'.

Planning our approach to teaching history has also drawn on the research by Mary Myatt and John Tomsett in Primary Huh. They interview Bobby Young from Harris Acedemy. Our planning and delivery of history is aligned to the best practice outlined in this research, enabling us to learn and quality assure the offer we have at Abberley Primary School.

Termly staff meetings focus on history specific teaching and learning to ensure teachers have the skills and knowledge required to deliver the substantive and disciplinary knowledge.

## 10. Monitoring of standards

Termly staff meetings will focus on the development of standards across the history curriculum and ascertain the professional development requirements.

Book reviews will be conducted at least twice each year to monitor the opportunities and development of pupils across all abilities and ensure that there is clear curriculum progression in terms of skills and contextual understanding and knowledge. Through our marking and feedback systems, it will be clear whether pupils are accessing and retaining the knowledge to make progress over time.

Data from vocabulary quizzes is analysed and discussed during pupil progress meetings to determine the extent to which pupils are accessing and being challenged by the curriculum.

Learning walks and lesson observations will take place to monitor the standard of teaching in line with the school monitoring schedule, with feedback given to staff to subject ongoing progression.

#### Pupil voice

- These are held at least twice each year
- Pupils will be drawn from a range of prior attainment groups
- Pupils will be asked the follow:
  1. Tell me all that you know about a topic. E.g. The Romans
  2. Question key vocabulary from that topic – can they use it?
  3. Compare this period to another period you have studied – similarities/differences
  4. What have you enjoyed learning

### 11. Subject Development

Annual subject development will be conducted by the subject coordinator at which point this policy will also be reviewed.

Resources will be audited in May of each year to ensure that there is adequate resources to teach the curriculum the following year. Throughout the year the development planning will be reviewed to monitor progress against key targets and help inform planning for the following year.

Subject coordinator: Joel Turvey

Subject governor: Jenny Buckley

#### Appendix A – Pupil voice template

Tell me about - topic
Key vocabulary identified and questioned
Comparison with other period - what was the same? What has changed?
What have you enjoyed learning about in history (or not enjoyed?)?