



# History

Learning about the past to understand our today and our tomorrow.



# 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.

# 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.

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.



# 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

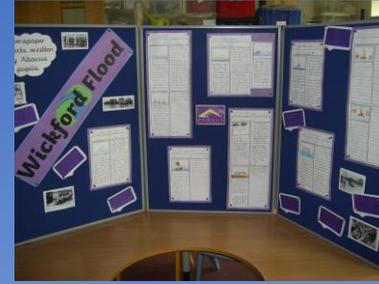
SEND will be routinely monitored as part of subject monitoring during the academic year.

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.



# History at Abacus



- At Abacus we undertake a whole school Remembrance day each year.
- During Lockdown we celebrated VE Day with picnics and activities at school for Key Worker children.
- We held special days to commemorate the beginning and end of the First World War 100 years on.
- We entered a display at a local church about the Wickford Floods.
- We have visitors come into school and we go on visits.

