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| **SEND** |
| All children benefit from quality first teaching which caters for their individual needs and supports all children to make good progress. To make history lessons inclusive, teachers are responsible for anticipating what may pose a barrier to their individual pupils’ successful participation and make reasonable adjustments to ensure access. Additional support is provided to ensure all children acquire key knowledge and develop historical enquiry skills. Provision adaptations are made based on our philosophy of 'knowing the child'. Subject specific adaptations for History may include use of audio sources of information and visual representations, use of wordbanks and pre-teaching of new subject specific vocabulary. |

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| **Pedagogy** |
| At Highfield Hall Primary School we promote an enquiry-based approach to History. In individual sessions, an observer may see:   * Questions and Questioning Speaking and listening * [Reading books](https://www.history.org.uk/primary/categories/793/module/3657/primary-teaching-methods/3660/reading-books) Reading documents * Children writing Learning about Time * The Visual Image Objects and Artefacts * Maps and Plans Story-telling * [Drama and role play](https://www.history.org.uk/primary/categories/793/module/3657/primary-teaching-methods/3668/drama-and-role-play) Simulations and games * Expressive movement and freeze frames Sites and the environment * History Investigations |

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| **Curriculum Content** |
| The scheme made available for staff is **Key Stage History**. Reinstated in 2021, it was initially purchased to support classroom provision alongside review of the knowledge and skills progression document. However, it is the intention that moving forward this will provide the main resource used in school with other materials only used to supplement.  The scheme was chosen as it supports children to develop and revisit skills to ‘think like a historian’. In Key Stage 1 the curriculum is organised thematically to promote a general understanding of the discipline of History. The curriculum is sequenced chronologically across Key Stage 2 to embed **chronological understanding**. Content is chosen to ensure that children have not only an overview of the time period studied (knowledge and understanding) but also opportunity to investigate, **interpret** and **communicate** their understanding of the past.  Links are also made (when appropriate) between History content and the school’s chosen English Schemes- Pathways to Read and Pathways to Write. |

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| **What CPD has been delivered / accessed?** |
| The History Lead has completed on- line training for new subject leaders and progression with Stuart Tiffany (Mr T Does Primary History). On line training was also completed with the Holocaust Education Trust when developing a new Year 6 Unit for World War II using the book Star of Fear, Star of Hope. The school also works as part of a cluster to share good practice providing opportunities to liaise with local history leads. |

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| **EYFS** |
| Whilst children in the EYFS will not participate in formal History sessions, we recognise the crucial role this stage can play in supporting children’s ability to succeed. Topics chosen such as hot and cold places and farming are chosen to give children the language and understanding to participate effectively in topics delivered during Key Stage 1.  An awareness of change is developed through noticing seasonal changes and how they have changed personally since being a baby. Adults working with the children will model accurate use of language connected with the passing or time when talking about daily routines.  Children will also develop through discussion skills of identifying similarities and differences and description. Stories are shared regularly that show change or include significant events or people from the past. |

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| **Assessment** |
| History is assessed by the class teacher through Assessment for Learning strategies, and marking work in books. Book looks are periodically undertaken by the History lead to support the development of consistent, high quality provision.  Curriculum swap sessions give the subject leader an overview of the knowledge and skills that the children have retained, assessed against the knowledge and skills documents. Specific lines of enquiry can also be investigated in this time. |

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| **Culture / Extra-curricular / Enrichment opportunities within HISTORY** |
| To promote children’s interest and understanding visit to relevant historical sites are planned into the visit whole school overview. In addition to this, workshops are also arranged. Dress up days are also used within school to enhance children’s enthusiasm for History. |