

**St Luke’s C.E. Primary School**

**History Policy**

**Langport Avenue**

**Longsight**

**Manchester**

**M12 4NG**

**PURPOSE**

The Curriculum at St Luke’s is adapted to be a vocabulary rich, enquiry based curriculum; with a focus on improving pupils long and short term memory to improve accuracy and fluency of children’s grasp of knowledge and skills; in order for learning to be progressional and for all children to be confident fluent readers.

The History curriculum meets the needs of the [National Curriculum 2014](https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum) programmes of study as units of knowledge and skills.

This is further deepened, enhanced and supported by additional experiences, opportunities, resources in the form of the Enrichment curriculum and The Global Citizen and Mental Wellbeing curriculum.

**Intent**

At St. Luke’s CE we provide a history curriculum that helps pupils gain a clear knowledge and understanding of Britain’s past and that of the wider world. We believe that we should build on children’s natural curiosity to know about the past.  Our history curriculum enables our pupils to ask perceptive questions, think critically, analyse evidence and arguments and develop a view point and opinion. During their time at St Luke’s we believe that history should be used to help pupils to understand the process of change and the concept of cause and effect. We aim for pupils to understand how their communities have changed and how they can be a positive, active member of their community. Consequently, the children will have the opportunity to become increasingly proficient and confident at:

* knowing the history of this country and how Britain has influenced and been influenced by the wider world
* knowing and understanding significant aspects of the history of the wider world
* using historical terminology
* understanding historical concepts
* carry out historical inquiry
* gaining historical perspective as they put their increasing knowledge into context

**AIMS**

At St Luke’s Primary school, we believe History is about developing children’s ideas and ways of working that enable them to make sense of the world in which they live through investigation, as well as using and applying process skills. We believe that a broad and balanced History education is the entitlement of all children, regardless of ethnic origin, gender, class, aptitude or disability.

Through History, in our school we aim to:

* Encourage the development of positive attitudes towards History.
* Foster curiosity: children’s enthusiasm and curiosity for History is promoted at every opportunity.
* Prioritise practical: pupil led practical ‘hands on’ History learning is planned for and maximised, giving a real life context where possible.
* Have fun: History is engaging and fun.
* Promote talk and deeper thinking: ‘Bright Ideas Time’ is used as an effective tool to promote questioning and generation of ideas.
* Research carried out by doing further reading on topic, by using the internet and *books to enquire*.
* Be analytical: correct (age-appropriate) vocabulary is confidently used and modelled by staff.
* Get outside: the outside area and locality are utilised to provide regular outdoor learning experiences.
* Encourage open-mindedness, self-assessment, perseverance and developing the skills of investigation.
* Make cross-curricular links between History and other subjects and apply their mathematical knowledge to their understanding of History, including collecting, presenting and analysing information.
* Equip pupils with the knowledge required to understand the uses and implications of History, today and for the future.
* Develop knowledge and conceptual understanding.

**Implementation**

In our EYFS the history curriculum is covered within the Understanding of the World area of learning.  Children in the EYFS have the opportunity to look at old photos and pictures and dress up in period costume. In Key Stage 1 we study historically important people and key events that have had a national our even global impact. Our children also have the opportunity to study our history-rich area.  Our history topics are often linked to geography and English topics to provide a developing context.

In Key Stage 2 rather than teach superficially across many history periods, history at St. Luke’s CE is taught in depth in fewer topics.  This gives children the opportunity to develop comprehensive knowledge and a wide range of concepts and skills of the periods they study. In Key Stage 2 our children also have the opportunity to study a wide range of themes through an extended period of time. These themes are linked through a key theme and questions. They are able to draw comparisons and make connections between different time periods and their own lives. Each unit of work incorporates many cross curricular links with English, art and design and technology.

**RATIONALE**

History is a way of finding out about the real world through methodical investigation, systematic observation, questioning and experimentation. In St Luke’s primary, pupils are given appropriate learning opportunities so that they develop the skills needed to be active citizens within a rapidly changing world. History is a powerful and useful tool through which children’s understanding of the world around them is carefully developed. It is our aim to create a challenging environment that raises standards of achievement in History through high quality teaching and learning. Organisation of the subject to ensure progress over the academic year and across the life of the school in order to enable pupils to embed and deepen knowledge and understanding and ensure transferrable skills and knowledge. We aim to bring in cross curricular links where it is relevant. Pupils build up their skills and knowledge, developing the necessary ability to investigate, question and understand a range of concepts. To ensure that every child in St Luke's has access to quality teaching and learning and that staff maintain their commitment to raising standards in History.

**PROGRESS**

Activities are planned to allow children to develop key knowledge, concepts and skills and to progress according to their ability. Activities within classes are matched to specific ability groups. Opportunities are planned for open investigations that allow for differentiation by outcome. Children are presented with a range of activities.

**INCLUSION**

We are committed to ensuring that all pupils are able to access a broad, high quality curriculum and therefore we follow our accessibility policy. In order to meet the additional needs of individual SEND pupils at St Luke’s, we tailor resources, organise the classroom environment and buy in further resources as and when the need arises.

We teach History to all children, whatever their ability. History forms part of the school’s curriculum to provide a broad and balanced education for all children. Through our History teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child’s different needs. Assessment against the National Curriculum allows us to consider each child’s attainment and progress against expected levels. Our work in History takes into account the targets set in the children’s ‘Passports for Learning’ (Individual support plans).

[Click here for our Accessibility Policy](http://www.st-lukes.manchester.sch.uk/our-school/policies)

Click here for our the Global Citizen and Wellbeing Policy

Click here for our SEND Policy. Equality Act 2010

Click here for Health and Safety:

**Health and Safety:**

Children will be informed of any risk or hazard but will also be encouraged to assess and identify risks for themselves, before beginning any lesson. They will be shown how to use any equipment safely and advised, when appropriate, how to move around the classroom in a safe manner.

**Resources:**

There is a wide range of resources available to the school which will be maintained and monitored by the History Co-ordinator. The resources are a collective responsibility for the whole school, and pupils are encouraged to treat resources carefully and safely. This should be done under adult supervision with health and Safety requirement in mind.

By doing so, they:

* make sensible choices about which resources to use
* treat the resources with care
* use the resources with their own and other’s safety in mind
* become independent learners

The surrounding areas offer a great resource for staff and pupils.

**READING**

Reading has the highest priority in our school:

The ability to read and comprehend fluently impacts on pupil’s ability to access History and to attain and achieve to their maximum potential.

Poor reading skills are a limiting factor to pupil’s future life chances and the ability to deepen and widen their understanding of History.

In History, there is a wealth of new vocabulary for children to practise, learn and develop. Therefore, in lessons, teachers are conscious that some language may be complex for children to understand. Consequently, every effort is made by teachers to embed and secure a deeper understanding of terminologies through the use of reading, investigations, research, discussion, etc.

During History lessons children are given opportunities to practice many of the History skills that historians use such as arguing from evidence, communicating and evaluation information in addition to constructing explanations. Knowledge of vocabulary and History in general, will help our pupils with their reasoning and problem solving skills. As a result opportunities are provided for our children to transfer their reading and writing skills in History.

**VOCABULARY**

Our aim is for pupils to be able to read, spell and pronounce history based vocabulary correctly.

**OUT OF SCHOOL LEARNING**

Children may receive History homework based on their current topic. Please see class page for topic, homework and Apps/links.

**Enhancement Learning**

Weekly the children have an opportunity to do some further History work through the following enhancement activities.

* Construction (How buildings have changed)
* Cooking (Recipes old and new)
* Photography (Changing mediums)
* Outdoor Games (Traditional Playground games)
* Music ( Famous musicians and music and instruments from different periods in time)

**Out of school learning:**

Each year we provide all KS2 children with the chance to spend a night in the Peak District with their classmates and teachers. This area of Derbyshire is steeped in history and gives the children the opportunity to compare and contrast this area with that of Longsight. The wider educational benefits of teaching and learning History through fieldwork in the natural and built environments include teamwork, motivation and its potential to influence positively the choice of History as a future subject of study

There are many other visit organised to link with the History topic being taught throughout the school.

**REPORTING**

In the children’s annual report a comment is made about their historical knowledge and understanding and their skills development. Parents are informed of the topics to be covered at the start of each half term.

Overview of History Topics

Year 1 – Childhood KQ: When was the best time to be a child?

- Roman Childhood

- Victorian toys

Year 2 – Discovery KQ: Can a place be discovered if someone already lives there?

- Who ‘discovered’ the Americas?

- Neil Armstrong

Year 3 – Invention KQ: What do you believe was the most important human invention?

- Stone Age

- Iron Age

Year 4 – Invasion KQ: Which invaders have had the biggest impact on Britain?

- Romans in Britain

- Anglo-Saxons and Vikings

Year 5 – Conflict KQ: Does conflict always have negative consequences?

- Battle of Britain

- History of Manchester

Year 6 – Civilisation KQ: Are we more ‘civilised’ now than ever before?

- Ancient Greeks

- Mayan Civilisation

Progression in History Skills – Key Stage 1

Year 1

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| Chronology | Sequence a small number of events and/or objects in chronological order  Use everyday language relating to time  Distinguish between two very distinct periods of time |
| Historical Enquiry | Sort artefacts into ‘then’ and ‘now’  Use simple sources to learn about the past  Ask questions to find out more about a topic  Answer simple questions based upon sources and learning  Give simple explanations of cause and effect  Notice similarities and differences  Recognise special times or events for people |
| Interpretation | Begin to identify different ways to interpret the past (e.g. photos, stories, objects/artefacts, adults talking about the past) |
| Communication of Historical Understanding | Speaking and listening  Lists and captions  Drawing pictures  Simple narratives  Sequencing pictures |

Year 2

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| Chronology | Sequence events and artefacts closer together in time.  Use the language of ‘periods of time’ (e.g. century, era, ‘times’, decade) |
| Historical Enquiry | Use a wider range of source.  Ask-Why, What, Who, How, Where to out more information.  Use sources to answer-Why, What, Who, How, Where to ask questions and to find answers.  Sequence a selection of artefacts.  Begin to use simple timelines  Notice similarities, differences, patterns and changes  Discuss the effectiveness of sources. |
| Interpretation | Compare pictures or photographs of people or events from the past.  Identify different ways to represent the past. |
| Communication of Historical Understanding | Discuss ways to find out information from the past e.g. diaries, paintings  Construct an historical timeline.  Write a report about a key figure or event. |

Progression in History Skills

Year 3

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| Chronology | Place the time studied on to a timeline  Understand the term BCE  Use dates relating to the passing of time |
| Historical Enquiry | Construct valid historical questions.  Understand how knowledge of the past is constructed.  Select and organise relevant historical material.  Distinguish between different sources and begin to evaluate their usefulness.  Look at representations and reconstructions of the period |
| Interpretation | Discuss how different periods of time compare and contrast with today. |
| Communication of Historical Understanding | Communicate knowledge and understanding in a variety of ways e.g. discussions, writing annotations, pictures and drama  Sequencing  Summary debate |

Year 4

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| Chronology | Place events from a specific period on a timeline and say why they are significant  Understand the term BCE/AD  Use dates relating to the period and begin to date events. |
| Historical Enquiry | Use a range of evidence and sources to build up picture of the period of history being studied.  Choose relevant material to present a picture of one aspect of life in the period being studied.  Look at further representation of the period e.g. plays, architecture etc.  Identify key features and events of a specific era. |
| Interpretation | Understand that different versions of the past may exist.  Compare different sources of evidence available.  Begin to evaluate the usefulness of the sources.  Use a range of books and texts to develop historical knowledge.  Offer a reasonable explanation as to why historical events occurred. |
| Communication of Historical Understanding | Look for links and effects in time studied and explain their significance.  Matching dates and events  Summary debate |

Progression in History Skills – Upper Key Stage 2

Year 5

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| Chronology | Place current study on a timeline and relate it to previous periods studied  Sequence key events relating to unit topic using relevant dates and terms  Relate/compare/contrast current unit of study with previous topics learned  Note connections, contrasts and trends over time |
| Historical Enquiry | Link together information from a range of sources to gain a greater understanding of events  Cause and effect: Understand that significant events often have many causes and many effects  Select and organise relevant historical information  Describe social, cultural, religious and ethnic diversity |
| Interpretation | Explain the difference between fact, fiction and opinion  Understand that different versions of the past may exist  Compare accounts of the same event from different sources  Begin to offer reasons for different accounts/versions of events  Begin to identify bias |
| Communication of Historical Understanding | Use a range of sources to research and gather information on a topic  Individual investigations (project work)  Develop the appropriate use of historical terms and vocabulary  Extended writing  Summary debate |

Year 6

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| Chronology | Place current study on a timeline and relate it to other important periods of history - developing a secure chronological knowledge  Sequence key events relating to unit topic, demonstrating understanding that many events occur concurrently and overlap  Relate/compare/contrast current unit of study with previous topics learned as well as early and later times within the unit of study |
| Historical Enquiry | Bring together information from a range of sources to piece together a coherent account  Cause and effect: identify the different effects of different groups of people (e.g. men/women, different religious or political groups, rich/poor etc.)  Compare and contrast ancient civilisations |
| Interpretation | Discuss validity of sources  Consider ways of checking the accuracy of sources and interpretations  Identify different reasons for bias |
| Communication of Historical Understanding | Extended writing  Summary debate |

**History**

**YEAR 1**

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| Theme:  When was the best time to be a child? | |
| Unit 1 | What was life like for children in the Roman times?   * How do we know so much about Pompeii? * What can artefacts tell us about childhood in the Roman times? * How was life different for rich and poor children?   Key vocabulary: century Roman Empire volcano eyewitness artefact slave  education historian archaeologist merchant trade tremor preserve |
| Unit 2 | How do toys and games in the past compare with modern day toys and games?   * How and why do historians organise time? * How have toys changed within living memory? * In what ways are our toys different from those in Victorian times? * How can we use sources to find out about toys in the past?   Key Vocabulary: era decade technology material development similarity difference mechanical electrical porcelain imagination |

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| Resources for Unit 1 | Collins Connected History Enquiry 2 - How do we know so much about where Sappho used to live?  Full schemes available on ‘Teacher Only’ |
| Resources for Unit 2 | Twinkl – Toys in the past history unit  Collins Connected History Enquiry 4 - How do our favourite toys and games compare with those of children in the 1960s?  Hamilton Trust – Changes within Living Memory (KS1 unit)  Full schemes available on ‘Teacher Only’ |

**YEAR 2**

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| Theme:  What makes a great explorer? | |
| Unit 1 | Who ‘discovered’ the Americas?   * Why had no one in Europe heard of the Americas before? * How was travel in the 15th century different from nowadays? * Can a place be discovered if someone already lives there?   Key vocabulary: native indigenous ambition continent ocean voyage crew travel journey chart sailor compass island |
| Unit 2 | What was Neil Armstrong’s ‘giant leap for mankind’?   * Why was 20th July 1969 such a special day? * How were the voyages of Neil Armstrong and Christopher Columbus similar and how were they different? * Who do you think was the greater explorer: Neil Armstrong or Christopher Columbus?   Key Vocabulary: lunar Apollo astronaut pioneer engineer orbit oxygen capsule NASA mission scientist training surface |

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| Resources for Unit 1 | Twinkl – Great Explorers KS1 pack  Collins Connected History Enquiry 1  Hamilton Trust – Famous for more than 5 minutes (Explorers unit)  Schemes and resources available on ‘Teacher Only’ |
| Resources for Unit 2 | Twinkl – Great Explorers KS1 pack  Collins Connected History Enquiry 1  Hamilton Trust – Changes within Living Memory (Transport unit)  Schemes and resources available on ‘Teacher Only’ |

**YEAR 3**

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| Theme:  What has been the most significant human invention? | |
| Unit 1 | How did the lives of Ancient Britons change during the Stone Age?   * How do people imagine the Stone Age to be like? Is this accurate? * What sources of information do archaeologists and historians use to understand the Stone Age? * What was life like for people living in Britain at the end of the Stone Age compared with the beginning?   Key vocabulary: Prehistoric Seasonal Invention Briton Britain Tools Domesticated Agriculture Livestock Settlement Hunter-Gatherer Neolithic |
| Unit 2 | How can artefacts help us to understand life in the Iron Age?   * How did life progress in Britain between the Stone Age and the Iron Age? * How can we recognise hill forts today and how would they have looked? * How do we know that life wasn’t always very peaceful during the Iron Age?   Key Vocabulary: Smelting Mine Ore Weaponry Artefact Excavation Plough Trade Tribe Hill Fort Temporary Permanent Reconstruction |

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| Resources for Unit 1 | Twinkl – Stone Age to Iron Age (UKS2 unit)  -PPTs and resources on Stone Age  Collins Connected History Enquiry 7 – Stone Age  Hamilton Trust – Stone Age to Iron Age Britain Unit Blocks  Schemes and resources available on ‘Teacher Only’ |
| Resources for Unit 2 | Twinkl – Stone Age to Iron Age (UKS2 unit)  -PPTs and resources on Iron Age  Collins Connected History Enquiry 8 – Bronze Age  Collins Connected History Enquiry 9 – Iron Age  Hamilton Trust – Stone Age to Iron Age Britain Unit Blocks  Schemes and resources available on ‘Teacher Only’ |

**YEAR 4**

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| Theme:  Which invaders have had the biggest impact on Britain? | |
| Unit 1 | How did the arrival of the Romans change Britain?   * Why did Emperor Claudius invade Britain? * Why was it necessary to build Hadrian’s Wall? * What evidence can still be seen today of the impact the Romans had?   Key vocabulary: Empire Invasion Resources Christianity Civilisation  Celts Fortified Revolt Territory Legion Barbarian Census Latin |
| Unit 2 | Why was Alfred the Great the only English monarch to be given the title ‘Great’?   * What can we learn about life in Anglo-Saxon Britain from sites such as Sutton Hoo? * What was the ‘terror’ that appeared in Britain on June 8th 793? * What ’treasure’ did the Vikings want and how did Alfred stop them?   Key Vocabulary: Anglo-Saxon Settlement Pagan Convert Barrow Burial Nobleman Norse Raids Danelaw Longship Translate Baptise |

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| Resources for Unit 1 | Twinkl – Romans in Britain Unit  Collins Connected History Enquiry 10 - Romans  Hamilton Trust – Some selected unit resources (lots more on website)  Schemes and resources available on ‘Teacher Only’ |
| Resources for Unit 2 | Twinkl – Anglo-Saxons ebook. Vikings Unit  Collins Connected History Enquiry 11 – Anglo-Saxons  Collins Connected History Enquiry 12 – Vikings  Hamilton Trust –  Schemes and resources available on ‘Teacher Only’ |

**YEAR 5**

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| Theme:  Is conflict always negative? | |
| Unit 1 | Why was winning the Battle of Britain so important?   * How serious was the threat of invasion by the Nazis in 1940? * Why did Britain win the Battle of Britain? * Why is the Battle of Britain considered a crucial ‘turning point’ in British history?   Key vocabulary: supremacy evacuation dogfight ‘Dunkirk spirit’ Luftwaffe invasion occupation surrender strategy detection combat |
| Unit 2 | “What Manchester does today, the rest of the world does tomorrow.” What truth is there in Disraeli’s famous quote?   * How and why did Manchester grown from a small Roman fort to a global metropolis? * Was the industrial revolution a good thing? * How does the history of Manchester demonstrate that conflict can bring about positive change?   Key Vocabulary: conditions employment economy parliament suffrage urban rural invention protest migration industry reform legislation |

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| Resources for Unit 1 | Twinkl – WWII resources  Collins Connected History Enquiry 14  Hamilton Trust – WWII and Battle of Britain resources  Schemes and resources available on ‘Teacher Only’ |
| Resources for Unit 2 | Twinkl – Industrial revolution resources  Schemes and resources available on ‘Teacher Only’ |

**YEAR 6**

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| Theme:  Are we more ‘civilised’ now than ever before? | |
| Unit 1 | What influence have the Ancient Greeks had on modern life?   * Which system of democracy is the most fair? * What aspects of Ancient Greek culture can still be seen today? * What can we learn about the Ancient Greek from their myths?   Key vocabulary: Democracy Olympic Civilisation Archaic Hellenistic Classical Period Aegean Archaeological Perspective Authentic |
| Unit 2 | Why did the Ancient Maya change the way they lived?   * What was ‘rediscovered’ in 1839? * What can ruins such as those of Chichen Itza tell us about Ancient Mayan civilisation? * Why did the Maya leave their jungle city states?   Key Vocabulary: Ceremonial Abandon Society Factor Sacrifice Economic Cultivate Deforestation Overpopulation Codex Phonetic astronomical |

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| Resources for Unit 1 | Twinkl – Ancient Greek Unit  Collins Connected History Enquiry 17  Hamilton Trust –Ancient Greek Unit Blocks  Schemes and resources available on ‘Teacher Only’ and online |
| Resources for Unit 2 | Twinkl – Mayan Civilisation Unit  Collins Connected History Enquiry 13  Hamilton Trust – Maya Unit Blocks  Schemes and resources available on ‘Teacher Only’ and online |

**Implementation and Planning:**

History is a subject in the National Curriculum. Statutory requirements for the teaching and learning of History are laid out in, ‘The National Curriculum in England Framework Document for Teaching’, September 2014 and the ‘Statutory Framework for the Early Years Foundation Stage’, September 2014.

KS2, KS1 and Foundation stage (Understanding the world) teachers should be teaching History for a minimum of one hour each week or equivalent pro rata.

History will be taught as sequenced units of work that develop specific areas of knowledge and understanding throughout KS1 and KS2.. Activities will be planned in such a way as to ensure equal access for all children. Where possible History will be linked to topics but will also be taught through discrete lesson to ensure coverage of the curriculum.

History pervades every aspect of our lives and we will relate it to all areas of the curriculum. We will also ensure that pupils realise the positive contribution of both men and women to History and the contribution from those of other cultures. We will not only emphasise the positive effects of History on the world but also include problems, which some human activities can produce.

Planning and curriculum coverage will be monitored by the Head, SLT and History Subject Leader.

**Impact**

Impact will be measured by:

* Outcomes
* Assessment
* Attendance
* Behaviour
* Monitoring

To ensure school is ambitious for all its pupils.

**Purpose of study and outcomes**

A high-quality History education provides the foundations for understanding the world. History has changed our lives and shaped our future, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of History. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how History can be used to explain what is occurring and analyse causes.

**ASSESSMENT:**

**Assessment, Recording and Reporting of Attainment:**

We use assessment to inform and develop our teaching.

* We assess for learning (AfL). Children are involved in the process of self-improvement, recognising their achievements and acknowledging where they could improve. Activities during, and at the end of, each topic record achievement and celebrate success.
* Weekly evaluations are done and teachers upload the information to trackers termly.
* Gap analysis of summative data (outcomes) to identify strengths, weaknesses, areas for further development and gaps (3 x years).
* PPM meetings – Half termly with assessment coordinator identifying attainment and progress of individuals/cohorts where support/interventions needed for pupils not on track to achieve their targets or where targets need altering to reflect challenge or accelerated progress being made
* We mark each piece of work positively, making it clear verbally, or on paper, where the work is good, and how it could be further improved and by asking questions designed to extend and scaffold further learning.
* By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. This will be tracked and monitored over time.
* . This teacher assessment is based on assessment records and work samples.
* Reports to parents are written once a year, describing each child’s attainment in History through our topic based approach.

**Classroom Management:**

A range of teaching methodologies will be employed, depending on the age and ability of the children and the nature of the skills and knowledge being taught. At St Luke’s we have a flexible timetable to allow all children to learn at their pace and ability. Children will participate in both guided and investigative practical work and activities where secondary sources of information are used. They will work individually, in groups and as a whole class. Scientific vocabulary will be introduced, alongside explanations of meaning and children will be encouraged to articulate scientific concepts clearly and precisely. The classroom organisation and planning will take into consideration the differentiated needs of pupils, including the more able.

**Monitoring and Evaluation:**

Monitoring and review it, is the responsibility of the History Subject Leader, the Headteacher and Governors to monitor the standards of children’s work and the quality of teaching in History. The History Subject Co-ordinator is also responsible for supporting colleagues in the teaching of History, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. An action plan is written and reviewed annually.

**ATTENDANCE AND PUNCTUALITY:**

Poor attendance and punctuality impacts negatively on learning creating gaps with a possible impact on social and emotional wellbeing (more acute where attendance is significantly below the expected).

**BEHAVIOUR:**

Where behaviour leads to pupil disengagement and/or impacts on the learning and progress of children the Head and SLT will swiftly intervene by the following actions.

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| **Document Control** | |
| **Title** | **Policy** |
| **Date** | **September 2022** |
| **Review** | **Initial Review July 2023 and then annually thereafter** |