






## Policy

**Last Reviewed Date:** November 2022

<b>Headteacher:</b>		<b>Date:</b>	20/09/2023
<b>Subject Leader:</b>	 	<b>Date:</b>	20/09/2023

**Date of Next Review:** September 2024

**Subject Leader:** Amy Adams **Subject Leader:** Danyella Mlinar

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## 1. The Nature of ...

The nature of History inspires pupils' curiosity about the past in Britain and the wider world. Pupils explore how the past influences the present, as well as what past societies, beliefs and cultures were like. Higher attaining pupils are encouraged to develop a chronological framework for their knowledge of significant events and people. They are supported to see the diversity of human experience, and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values. In studying History, pupils develop skills in recall, interaction and communication.

## 2. The School Policy and National Curriculum

Amwell View School have adapted the History curriculum in such a way that it puts the learning needs of our pupils at the forefront. Plans and learning objectives are suited to what each pupil will get the most of and is necessary for them to be learning about. History at Amwell View School can be taught as a standalone session, or discreetly throughout a variety of lessons.

In the EYFS, History is taught through the topic of 'Understanding the World'. Pupils are encouraged to be present in the world around them whilst exploring their senses. Pupil objectives revolve around interacting with adults and peers, as well as responding to a range of stimuli. In the lower and upper school, History sessions and objectives revolve around recall and being aware of their surroundings. Lessons may also have a theme around a particular era of time and pupils can be immersed in different decades through the use of artefacts and music.

Pupils who have been identified as having Profound and Multiple Learning Disabilities (PMLD) or Multisensory Impairment (MSI) by the MSI teacher lead require a multi-sensory approach to their learning. That means they need to have access to teaching methods, activities and resources that involve engaging more than one sense at a time. By involving the use of visual, auditory, olfactory, movement and tactile pathways, a multisensory approach can enhance memory and the ability to learn. The History curriculum includes opportunities and topics for pupils to develop attention, anticipation, responses, communication and choice making.

In Post 16, History sessions may focus on topics such as recycling and being aware of what we have used in the past. Pupils also think about journeys they have been on, how the journeys were sequenced and what they would change about their journey. Pupils are encouraged to reflect on their learning and where appropriate, how pupils can challenge themselves in future lessons.

The History National Curriculum states that:

*'A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the*



*diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.'*

At Amwell View School we take aspects of the History National Curriculum and adapt them to meet the needs of each individual pupil. Below sets out a breakdown of this approach.

### **3. Delivery of the curriculum**

The curriculum is delivered in a variety of ways matching the learning styles and abilities of each individual pupil, meeting the needs of pupils' with a diagnosis of Autism, PMLD and SLD. Modes of delivery may include:-

- Visual presentation
- Practical experience
- Modelling
- A range of communication media – signs, symbols, augmentative tools, objects of reference
- Auditory presentation
- Kinaesthetic presentation
- Multi-sensory experience
- Investigative play
- Songs and rhymes
- Audio visual resources
- Multimedia/IT resources.
- The use of the wider community

### **4. Staffing and Resources**

Class teachers are responsible for the delivery of History through their yearly and half termly plans. The History co-ordinators, Amy Adams and Danyella Mlinar, are responsible for the monitoring of the subject, the maintenance of resources and monitoring the schemes of work.

Educational visits to places of historical interest will be made to support teaching and learning. This is further supported by providing each class with the funds to do so as set out in the Budget Action Plan.

### **5. Cross Curricular Approach**

History can be taught as a subject in its own right, however can also be taught discreetly amongst many subjects. Aspects of History can be identified in a variety of curriculum subjects, especially Maths, Design and Technology, Art, Music, Geography and English.

History related learning objectives can be seen across the curriculum when looking at recall, recycling and our local environment.

### **6. Assessment**

Teachers are required to provide evidence of pupil progression for each academic year across all subjects (progression from a starting point – September-July). Specialist teachers assess pupils across the school in their subject.



Teachers plan half termly across the curriculum subjects to ensure differentiated learning objectives for all pupils. Teachers will use formative and summative assessment to inform planning and ensure SMART and challenging learning objectives are linked to planning and delivery. Teachers and TAs will use assessment for learning strategies to assess pupil progress throughout each lesson and the school day. The use of formative assessment for each child supports the monitoring of ongoing progress across a sequence of lessons. Evidence of progression will be added to Tapestry and shared with parents and carers.

All teachers use a consistent formative process to regularly set and review priority objectives for pupils. Priority objectives will be taken from the planning process above to ensure SMART and personalised learning objectives. This process ensures that learning is meaningful to individuals and progress is made. The review of priority objectives provides detailed qualitative evidence of pupil progression across all subjects and informs annual reviews and Education, Health and Care plans (EHCP). This process also ensures that pupils continue to be motivated and challenged within lessons as it will inform future planning and areas of practice that need to be developed to meet the needs of pupils.

Setting priority objectives: A reflective annotation is written within Tapestry to provide a context to an individual's learning explaining;

- How, What, When - Context – How they have approached learning, the level of support the pupil has had, generalisation of skill, time frame. This is supported by media evidence which is shared by teachers and with parents and carers.

Teachers complete the formative evidence of pupil progress form half termly. This form will provide pupil progress data highlighting how many priority objectives were set and achieved. This enables the teacher and SLT to analyse the quality of the target and the progress made. This in turn will provide an insight into the quality of planning and differentiated delivery.

Evidence may take the form of a case study to summarise specific situations or events that have impacted an individual's education, such as, for example a significant trauma or illness that a pupil may have experienced during that academic year resulting in little or no progress.

As our chosen best fit summative tool, teachers will assess termly using B Squared Engagement and Progression Steps. Information and data is held at school.

As a result of the data gathered teachers may use other tools that are more appropriate for individual pupils alongside which currently include the use of B Squared progressive criteria and or Routes for Learning (RfL).

Other assessments may include visual assessment tools, Childhood Autism Rating Scale (CARS), reading tests, receptive and expressive language tools (e.g. REEL) and Teacher Assessment. This data may determine movement to different educational provision, but consideration is given to the needs of the whole child and not just focused on assessment results. The functionality of pupils, their ability to regulate behaviour and to maintain skillsets is as much an aspect of attainment within the assessment and placement process as assessment results.

### **Routes for Learning (RfL)**

Routes for Learning (RfL) is used as an additional tool to plan for progression for some identified pupils. RFL is a Welsh initiative developed by teachers to improve and assess



social, communication and cognitive skills of learners with profound and multiple learning difficulties, and additional disabilities.

Route Maps offer a number of pathways for learning, encompassing early developmental milestones. Each pupil following RfL has their own personalised RfL Route Map.

RfL complements our existing B Squared assessment tool by providing additional breadth to the early P-Level descriptors.

## **7. Pupils' Presentation and Recording**

Pupil's learning may be presented through:-

- Practical experience
- Demonstration
- Video
- Photo
- Oral/sign/gesture
- Pictorial
- Formal
- Computer generated/assisted with software
- Written
- Discussion
- Questioning
- Reflection of learning

Achievements may be recorded and celebrated in:-

- Work Scrutiny files
- Tapestry
- EHCP reviews
- Curriculum files/recorded data
- Parent teacher consultations
- Achievement assembly
- The giving of trophies and certificates.
- Assemblies

## **8. Review Procedures**

The policy is to be reviewed, by the co-ordinator, annually or earlier if necessary.