

ST. LUKE'S CHURCH OF ENGLAND PRIMARY SCHOOL



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St Luke's is built on a core set of Christian values, where children feel happy and cared for. Here they find, love, joy, hope and peace.

John 13: 34-35 says: 'Love one another. As I have loved you... By this everyone will know that you are my disciples.'

'Following in God's way, Learning day by day, Working with one another, Caring for each other'

HISTORY POLICY

Date of Policy: 2021

Review Date: 2024

1 Aims and Objectives:

1.1 History at St Luke's aims to be ambitious, and motivating. We aim to provide a high quality history curriculum which inspires in pupils a curiosity and fascination about Britain's past and that of the wider world. Our teaching equips pupils with knowledge about the history of Britain and how it has influenced and been influenced by the wider world; they will know and understand about significant aspects of the history of the wider world like ancient civilisations and empires; changes in living memory and beyond living memory; learn about the lives of significant people of the past; understand the methods of historical enquiry and be able to ask and answer questions. We want children to enjoy and love learning about history by gaining the knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits.

1.2 The Intentions of our History teaching are that the children will:

- possess a secure understanding of the chronology of Britain and other important periods of History
- discover links and connections to the history they learn and the wider community and locality
- further their knowledge and explanations of change and continuity over time with regards to the history of the British Isles and other societies and epochs
- differentiate between source types and explain how interpretations in history may differ
- draw on similarities and differences within given time frames and across previously taught history
- enquire in to Historical themed questions and form their own opinions and interpretations of the past

2 Teaching and Learning Styles:

- 2.1 History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. Where possible we give children the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognise and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions, such as 'how do we know?', about information they are given. The themed weeks have proved very successful and allow the children to access a more creative curriculum, where all curriculum areas are taught through the History topic. In Key Stage 2 we currently have Tudor, Greek and World War II weeks.
- 2.2 We recognise the fact that in all classes there are children of widely different abilities in history and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, such as:
- setting common tasks which are open-ended and can have a variety of responses;
 - setting tasks of increasing difficulty. Not all children complete all tasks;
 - flexible grouping of children in the room and setting different tasks for each ability group;
 - providing resources of different complexity depending on the ability of the child;
 - using classroom assistants to support children individually or in groups.

3 History Curriculum Planning

- 3.1 The school uses the National Curriculum to plan for History as part of Research Projects in each year group. This is cross curricular based. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression into the Research Projects so that the children are increasingly challenged as they move up through the school.
- 3.2 A curriculum overview maps the history topics studied in each year group. The history co-ordinator works this out in conjunction with teaching colleagues in each year group. In some cases we combine the geographical study with work in other subject areas and within Key Skills planning, especially at Key Stage 1.
- 3.3 Our plans follow the National Curriculum and give details of each unit of work for each term. The history subject leader reviews these plans on a regular basis. In this way we ensure that children have complete coverage of the National Curriculum.
- 3.4 We have planned themes in history so that they build on children's prior learning. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit, and we also build progression into the history key skills, so that the children are increasingly challenged as they move up through the school.

4 Early Years Foundation Stage

- 4.1 We teach history in reception class as an integral part of the topic work covered during the year. As the reception class is part of the Early Years Foundation Stage of the National Curriculum, we relate the history side of the children's work to the objectives set out in the Early Years Foundation Stage (EYFS), which underpin the curriculum planning for children aged three to five. History makes a significant contribution to the EYFS objectives of developing a child's knowledge and understanding of the world through activities. They also discover the meaning of new and old in relation to their own lives.

5 Contribution of History to teaching in other curriculum areas

5.1 English

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in the Literacy Hour are historical in nature. Children develop oracy through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters.

5.2 Mathematics

History teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through doing activities such as time-lines. Children learn to interpret information presented in graphical or diagrammatic form.

5.3 Computing

We use computing in history teaching where appropriate and we meet the statutory requirement for children to use computing as part of their work in history at Key Stage 2. Children use computing in history to enhance their skills in data handling and in presenting written work, and they research information using the Internet. The Interactive whiteboards are used, where appropriate, to enhance the teaching of this subject and thus make the History lessons more interactive and cater for different learning styles. Through the use of Websites, I pads, DVDs and CD-ROMs the staff and children can access and utilise a wider range of resource materials within the lesson. Children have the opportunity to use the digital camera to record and use photographic images.

5.4 Personal, social and health education (PSHE), RSHE and citizenship

History contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as how society has responded to poverty and homelessness. They discover how to be active citizens in a democratic society by learning how laws have been made and changed. They learn how society is made up of people from different cultures, which is the beginning of developing tolerance and respect for others.

5.5 Spiritual, moral, social and cultural development

When teaching history, we contribute to the children's spiritual development where possible. We also provide children with the opportunity to discuss moral questions, or what is right and wrong, when studying topics such as child labour in Victorian Britain. Children learn about the role of the church in Tudor times and they find out how British society has changed over time. The history programme of study enables children to understand that Britain has a rich cultural heritage.

6 History and Inclusion

6.1 At St. Luke's we provide equality of opportunity. Similarities and differences between people and cultures are explored sensitively. Equal treatment is given to boys and girls, and non-stereotypical behaviour / views are positively encouraged. All children will have equal opportunity to reach their full potential regardless of their race, gender, cultural background, ability or any physical or sensory disability. Children with special needs are given extra support to allow them to access the full curriculum. We aim to overcome any barriers to learning, e.g. dyslexia, dyspraxia and dyscalculia, which can hinder children's learning, by following specific programmes to cater for their individual needs.

6.2 At our school we teach history to all children, whatever their ability. History forms part of the school curriculum policy to provide a broad and balanced education to 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.

- 6.3 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.
- 6.4 Intervention through SEND will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to history.
- 6.5 We enable pupils to have access to the full range of activities involved in learning history. Where children are to participate in activities outside the classroom, we carry out a risk assessment prior to the activity to ensure that the activity is safe and appropriate for all pupils.

7 Assessment for Learning

- 7.1 We assess children's work in history by making informal judgements as we observe them during each history lesson. On completion of a piece of work, the teacher marks the work and comments as necessary. At the end of each year, the teacher makes a summary judgement about the work of each pupil, which is reported to parents. We then pass this information on to the next teacher at the end of the year.
- 7.2 The teacher makes an annual assessment of progress for each child as part of the annual written report to parents.

8 Resources

- 8.1 There are sufficient resources for all history topics in the school. We keep these resources in a designated History resource area. The library contains a good supply of topic books to support children's individual research.

9 Monitoring and Review

- 9.1 Monitoring of the standards of children's work and of the quality of teaching in history is the responsibility of the history subject leader. The work of the history subject leader also involves supporting colleagues in the teaching of history, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. Twice a year the history subject leader gives the Headteacher a report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.



INVESTOR IN PEOPLE

