



St Luke's C of E (Aided) Primary School

History Policy (Autumn 2023)

Person Responsible: C. Williams (Humanities Leader)

Date Adopted: 24th January 2024

Review Date: July 2025

Minute number: 7

Signature of Chair of Governors Meeting:

Rationale

It is a primary aim of our school that every member of the school community feels valued and respected, is given the opportunities to thrive and flourish and that each person is treated fairly and well which is demonstrated through our school vision.

Our Vision

Through our Christian values we will **aspire** to be more like Jesus; **believe** all as having equal worth and dignity in God's eyes and help all our children to **achieve** their God-given potential knowing that,

'we can do all things through Christ who strengthens us'

Philippians 4:13.

The school's History policy, driven by our vision, motto and core values is a key factor in the success of our school Mission which states:

Our mission will be driven by our vision, motto and values so that together, **we can do all things through Christ who strengthens us.** We will:

- Foster a secure, happy, and nurturing Christian environment where all can **aspire, believe and achieve.**
- Offer a well-disciplined school in which high expectations encourages **friendship** and **forgiveness.**
- Establish effective links between home and school that enables parents and teachers to work together for the benefit of their child so that they can **achieve** their God-given potential.

Spirituality In the History Curriculum

At St Luke's our curriculum reflects our Theologically Rooted Vision. In every area we provide opportunities to ensure that the curriculum and extra-curricular opportunities meet the spiritual needs of all learners. In History opportunities for spiritual development may be seen through activities which allow pupils to **encounter** ideas, **reflect** on their experience and have opportunities to **respond** to what they have learned such as:

- Explore what inspired significant people.
- Reflect on the impact of social change on individuals and societies.
- Reflect on the how historical decisions affect our lives.
- Explore issues ie injustice

Spirituality in History will be monitored through lesson observation, book trawl, pupil voice and learner action.

History at St. Luke's are taught as part of a themed curriculum which integrates this subject into topics covering the National Curriculum. Pupils are encouraged to learn skills through a range of activities during the afternoon and are given opportunities to consolidate their learning of key skills through independent learning activities and cross-curricular links. A knowledge and language Learner Profile has been developed with staff, ensuring progression in knowledge, skills, use of subject specific vocabulary and assessment.

History teaches the children a sense of chronology and belonging in a multi-cultural society. The children learn a sense of identity and gain an understanding of life in other cultures. History teaching motivates children into finding out about the past and how events have affected their own lives.

Aims and Expectations

Throughout the school we teach history to help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world, igniting their curiosity about the past and equipping them to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

It is our intention that pupils become more expert as they progress through the curriculum, accumulating and connecting **substantive** and **disciplinary** historical knowledge.

- **Substantive knowledge**- this is the subject knowledge and explicit vocabulary used to learn about the content
- **Disciplinary knowledge**- their knowledge about how historians investigate the past, and how they construct historical claims, arguments and accounts. It is through disciplinary knowledge that children gradually become more expert by *thinking like a historian*.

This ensures that pupils develop the knowledge of key historical concepts of **chronology, continuity and change, cause and consequence, and similarity, difference and significance** and use this to draw contrasts, analyse trends and create their own structured accounts. In doing so, children learn how evidence is used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.

We intend for our children to develop an understanding of 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.

We aim to develop pupils' knowledge and skills within a topic themed curriculum. Pupils are given opportunities to use and apply their skills across the curriculum, with opportunities to consolidate and reinforce taught literacy skills.

We aim through our history teaching to enable children to:

- **By the end of YN:** to identify obvious similarities and differences when exploring and observing and attain points 1-3 on the FSP.
- **By the end of YR:** to find out about past and present events in own life and in those of family members and other people s/he knows. Begins to know about own culture and beliefs and those of other people and attain point 6 on the FSP.
- **By the end of KS1:** achieve national expectations of securing ARE secure Year 2.
- **By the end of KS2:** achieve national expectations of securing ARE secure Year 6

Progression

To ensure progression from Foundation through to Year 6, to meet National expectations, we have developed a scheme of work which is based on PoS in the National Curriculum for history. The expectations for each topic are based on the ARE's in our learner profile for history.

The scheme of work ensures that key skills are developed enabling all children to see themselves as historians. Knowledge and understanding is developed, building on Foundation work continuing to use children's interests and experiences in a non-repetitive way.

Learning and Teaching

History is taught as part of a themed curriculum across the school often in a block of lessons, so a specific history skilled based lesson is not carried out on a weekly basis; however, where history is the umbrella subject for the term, knowledge of a particular period in history is taught according to each year group's timetable. Pupils are encouraged to consolidate their learning of a key skill which is taught at the beginning of the week through independent learning activities later in the week.

Planning is done uniformly with a standard format for topic lessons in Key Stages 1 and 2. Nursery and Reception use their own planning format based on Early Learning Goals. Medium Term plans are completed outlining objectives, Key Questions, and outcomes at the beginning of each term and weekly plans are completed from week to week. The History Learner Profile is used to focus on teaching Key Skills each lesson. Planning is carried out by each teacher following the Knowledge and Language Learner Profile and shared through Teams. The topics are organised by term within the folder and include a MTP, Notebook and resources including a 'Starting point / Have a go' activity and a suitable monitoring / challenge activity.

Inclusion

Teaching follows the guidelines of the whole school policies for equal opportunities, SEND, EAL and G&T. Planning ensures that all abilities and learning styles are catered for, and TA support is outlined to support a target group or individual children as required and pre teaching of key vocabulary is used as an Intervention strategy for identified children. Teaching is generally in mixed ability groups enabling peer support and independence within the groups. Support and extension materials are provided as appropriate.

Learning Environment

Each year group has a dedicated topic display board which includes the aspect of history being taught and key vocabulary. These can be interactive, include children's work, be teacher developed or a mixture of the three. New technology is used where appropriate.

Monitoring

At St Luke's there is a yearly monitoring plan for all subject areas ensuring that there aren't any clashes. Triangulation Monitoring takes the form of work sampling, learning walks, planning trawls, pupil interviews and lesson observations, which occur annually. Feedback from this monitoring, informs further developments within the subject.

Assessment

In the Foundation Stage assessment takes the form of observations. In KS1 and 2, assessment is through teacher assessments throughout the topic. Teachers focus on a target linked to the NC and mark against this target giving children continuous feedback. Teachers also make observations during independent learning activities. All assessments are recorded using the School's Assessment grids on ONE NOTE (currently, although a move to teams is probable in the future). Targets are directly related to the National Curriculum objectives.

Marking and Feedback

Children use the smiley-face system of marking their own work in relation to the Can I? statement for that session provided by the teacher in the WALT. Staff will mark in reply to the face and Can I? statement and provide steps for improvement and progression.

Resourcing

St Luke's is well resourced for history and resources are kept in a central store, located with Maths and Science. Resources are grouped by topic boxes. When a class takes a box they place their class name in the space enabling other members of staff to locate equipment. There is an annual

budget for history and staff indicate extra resource requirements and these are ordered on a batch basis.

Health and Safety

Health and Safety for history follows the whole school policy. The Be safe booklet from the ASE is available for all staff and is distributed yearly for staff to indicate that they have refreshed their knowledge of health and safety.

Each member of staff is responsible for the activities and health and safety of their pupils.

Appendices

Additional information, in more detail including Learner Profiles and vocabulary are available on the school's learning platform.