



St Luke's C.E. Primary School

History Policy

Langport Avenue

Longsight

Manchester

M12 4NG

St Luke's History Policy

Children are interested in the world around them and its past. The study of History makes a valuable contribution to their understanding of all aspects of life giving a sense of identity and heritage. We value History in its own right and for its cross-curricular links.

What are the aims and objectives?

The learning and teaching of History at St Luke's aims to provide opportunities to understand, appreciate and enjoy the multi-cultural world in which we live and to celebrate its rich diversity. We aim to develop children's ability to chronicle, investigate and explain the past and thereby understand our world as it is.

- To encourage an interest and enthusiasm for the past;
- To foster the skills of enquiry, research, investigation, analysis and evaluation;
- To develop a sense of chronology;
- To enable children to know about significant events in British History and to appreciate how things have changed over time;
- To have some knowledge and understanding of historical development in the wider world;
- To help the child to understand why events took place, the causes and the effects;
- To encourage children to recognise and interpret points of view.

Targets

At St. Luke's we aim that 80% of our children will be on age-related expectations at the end of Key Stage One and Key Stage Two.

Inclusion in History

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.

[Click here for our Accessibility Policy](#)

Teaching and learning style

We use a variety of teaching and learning styles in our History lessons. We believe in whole-class teaching methods, and we combine these with enquiry-based research activities. We encourage children to ask as well as answer historical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, and aerial photographs, and we enable them to use ICT in History lessons where this serves to enhance their learning. Children take part in role-play and discussions, and they present reports to the rest of the class. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the children in 'real' historical activities and the school is a member of Historic England.

We recognise the fact that there are children of widely different historical abilities in all classes, and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

We achieve this by:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty;
- providing resources of different complexity, according to the ability of the child;

- using classroom assistants to support the work of individual children or groups of children.

SMSC and British Values

SMSC and British Values are incorporated into the curriculum as appropriate and when related to the taught content. More information about the policies at St Luke's can be found on other pages.

[Click here for our SMSC Policy](#)

[Click here to find out more about British Values](#)

History curriculum planning

The school uses the New National Curriculum as the basis of its curriculum planning, The Learning Challenge Curriculum is also used and planning is enriched with resources and ideas from other places where necessary. The scheme has been adapted to the local circumstances of the school in that we make use of local resources and places to visit nearby. The school also has a membership of the Key Stage History website which provides resources and planning for all ages.

Our curriculum planning is in three phases (long-term, medium-term and short-term). Our long-term planning maps the History units studied in each term during each key stage. The subject leader devises this plan in conjunction with teaching colleagues in each year group. In some cases we combine the historical study with work in other subject areas, especially at Key Stage 1. In other cases we arrange for the children to carry out an independent historical study.

Our medium-term plans give details of each unit of work for each term. Each class teacher is responsible for writing the short term plans for each lesson. These plans list the specific learning objectives and expected outcomes of each lesson. The subject leader reviews these plans. In this way we ensure that children have complete coverage of the National Curriculum.

We plan the topics in History so that they build on prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school.

Resources

History resources are allocated according to what themes are taught in each age group. Children will have the opportunity to use artefacts and the local history map pack. Additional materials can be ordered from local museums.

Out of school learning

At St Luke's teachers are encouraged to take children out of school to enhance their learning. An important part of this is the Key Stage Two residential trips to the Peak District. Teachers are also encouraged to make use of the local area and visit places of local historical interest. All children also have termly 'Projects' which provide opportunities for extended learning in History.

Safeguarding

We promote the safeguarding and wellbeing of all children at all times throughout the curriculum. Our children are given opportunities to develop self-confidence and resilience; they are taught to challenge, question and make informed choices; and are given skills to resolve conflicts. Should any pupil make a disclosure, all staff are aware of the safeguarding policy and follow our safeguarding procedure.

[Click here for our Safeguarding Policy](#)

Assessment for learning and Reporting to Parents

Children demonstrate their ability in History in a variety of different ways. Younger children might, for example, play with toys from the 1960s, whilst older pupils might produce a PowerPoint presentation based on their investigations of life for a child during world war two. Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan future learning. Written or verbal feedback is given to the child to help guide his or her progress. Older children are encouraged to make judgements about how they can improve their own work.

We assess the children's work in History while observing them working during lessons. History is assessed in accordance with the school's assessment policy. This enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. We pass this information on to the next teacher at the end of each year.

Individual class teachers keep samples of the children's work which shows the expected level of achievement in History in each year of the school.

Coordinator Role

The role of the History co-ordinator is to:

- Support colleagues in teaching the subject content and developing their skills in planning, teaching and assessing History.
- Renew, update and oversee the audit of resources needed to deliver the curriculum.
- Monitor and evaluate the learning and teaching of History.
- Develop assessment and record keeping ensuring progression and continuity.
- Keep abreast of developments in the teaching and learning of History.

Evaluation Policy

The coordinator will evaluate this policy in annually or at a curriculum change by:

- On-going discussion with staff.
- Work scrutiny – sampling pupil work in year groups, across year group classes to ensure there is differentiation, continuity and progression.
- Discussions with children, experts (outside agencies) and parents.

Document Control	
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