



*Opening minds, learning through challenge and celebrating God's world*

## POLICY FOR HISTORY

Reviewed: November 2018

Review Due: Autumn 2021

## School Christian Values

Generosity, compassion, courage, forgiveness, friendship, respect,  
Thankfulness, trust, perseverance, justice, service and truthfulness.

## Bible Reference

Luke 10: 27 'Love your neighbour as yourself'

## Policy References

This policy is written with reference to the following school policies:

- Curriculum Policy,
- Learning and Teaching Policy,
- Marking Policy,
- Safeguarding & Child Protection Policy,
- Single Equalities Policy.
- Health and Safety

Most of these policies are available on the school website. In addition, copies of the following policies are available, on request, from the school office.

## History Policy

'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'

### National Curriculum 2014

#### Aims

History at Skerton St. Luke's CE Primary school aims to provide pupils with a thorough understanding of the past of both Britain and the wider world. We aim to ensure that children are able to think critically when examining evidence and can develop their own opinions, which they can then back up with their historical knowledge.

#### **In FOUNDATION STAGE:**

- To develop a sense of time through events in stories and in children's own lives and their family relationships using appropriate vocabulary.
- To develop an awareness of time and change. Learning about seasons and life cycles through photographs and artefacts.

#### **In KEY STAGE 1:**

- To develop an awareness of history and a sense of chronology through the study of the lives of people and events in the more distant past.
- To know where the people and events they study fit within a chronological framework.
- To understand the methods of historical enquiry through using a variety of sources to compare lives, past and present, and question events in the past.

#### **In KEY STAGE 2:**

- To extend the depth of historical enquiry and broaden the range of study.
- To be able to make connections and note contrasts and trends over time.
- To interpret and communicate historical knowledge in a variety of ways, through art and drama as well as the written word.
- To increase awareness of events, people and societies from the past, in order to gain a better understanding of the present.
- To ensure there is progression from key stage one through teaching and combination of in-depth and overview studies about British, local and world histories.

## **History in the Curriculum**

A curriculum map has been devised in order to provide a framework for the History taught within our school. The new National Curriculum (2014) provides further guidance by outlining the subject content that should be taught within each Key Stage. The History taught in Reception is governed by the Early Years Foundation Stage document. The whole school plan aims to ensure that learning is progressive and that historical skills are central to learning. It is important that links are made between aspects of History being studied, so that the pupil's knowledge is not episodic and they have a good chronological understanding. This will also ensure children can compare and contrast events and note trends over time. Placing each period of History studied onto a timeline enables children to locate themselves in relation to other periods studied and current events (see Appendix 1). A timeline, which shows the duration of time periods, will be on display in each classroom.

## **Teaching and Learning**

A variety of enriching teaching approaches are encouraged:

- Teacher presentations, role-play and storytelling.
- Question and answer sessions, discussions and debates.
- Individual and group research and presentations.
- Investigating artefacts, maps, photographs, paintings and other documents as sources of evidence.
- Critical analysis and evaluation of sources of evidence.
- Computing- interactive white board and internet resources, CD ROMs, TV and other visual and audio resources.
- Fieldwork, visitors and visits to museums and sites of historic interest.
- Special Events: History Days or relevant historical days (e.g. Remembrance)

Emphasis is placed on the development of enquiry skills and empathy, as well as on factual knowledge and language. A creative approach to the History curriculum by both teachers and children is encouraged. Links are recommended between curriculum areas wherever possible; this makes it more likely that a rich curriculum can be delivered, as well as providing a more creative, enjoyable approach to teaching and learning.

## **Planning and Assessment**

At Skerton St. Luke's CE, we utilise a range of resources in order to aid our planning; our planning will include:

- Clear National Curriculum objectives that link to both factual knowledge and skills.
- Differentiated activities to help all groups of children to progress.
- Annotated notes to inform future planning.
- Historical vocabulary that the children are encouraged to use
- A range of activities

Assessment will be done by the class teacher on an ongoing basis; this will be shared with the subject leader and the next teacher (when applicable) in order to aid progression. Assessment is broken down into four distinct areas:

*Chronology*

*Events, People and Changes*

*Interpretation, Enquiry and Using Sources*

*Communication*

Evidence for achieving the end of year expectations will be shown in work produced throughout the year, and in participation in lessons.

## **SEND**

The study of History will be planned to give pupils a suitable range of differentiated activities appropriate to their age and abilities. Tasks will be set which challenge all pupils to achieve age related expectations. For pupils with additional needs, the task will be adjusted or pupils will be given extra support. The grouping of pupils will take account of their strengths and weaknesses and ensure that all take an active part in the task and gain in confidence.

## **Equal Opportunities**

All children regardless of their race, sex, religion, religious belief or ability will be given equal opportunities to develop their knowledge, skills and understanding of History. British History, where possible, is set within the context of Europe and the World. When selecting source material, a range of perspectives and viewpoints are represented, including those of men and women of different racial, national or religious groups. Care is taken that societies are not just represented from the British perspective but also from their own. The importance of the pupil's own cultural background is recognised as a resource which may give an alternative view of events from the past as well as the present.

L. Billington

History Subject Leader

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