



## HISTORY POLICY

### ST. LUKE & ST. PHILIP'S PRIMARY A CHURCH OF ENGLAND ACADEMY



### VISION STATEMENT

*'The family of St Luke and St Philip's will ensure excellence is encouraged, minds are opened, diversity is embraced, respect is expected and talents are nurtured under the umbrella of God's love.'*

### ETHOS

Our school provides grounding in the Christian Faith for all its children with emphasis on collective worship as part of its daily life. Our Christian values of trust, truth, love, peace and thankfulness are built into the ethos and teaching of our school with the support of all Governors and staff for its Christian foundation. We also seek to encourage an understanding and respect for other world faiths.

### CHRISTIAN SCHOOL VALUES



## **PURPOSE**

This document is a statement of the aims, principles and strategies for the teaching and learning of History Education at St Luke and St Philip's Primary School. 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.

## **AUDIENCE**

This document is intended to give a clear outline of the school's approach to the curriculum to all staff, governors, Cidari and parents. It is also intended for the use of the School's Advisory Service when assisting the development of the school's curriculum and for any authorised inspector. Copies of this document are provided for all teaching staff and are available when necessary to support staff, members of the School's Governing Committee and Cidari members. A copy of this document is available for the use of parents.

## **AIMS AND OBJECTIVES**

At St Luke and St Philips, we aim to foster a lifelong love of learning, through adopting a highly practical approach to learning. Being a Church of England school, we aim to fulfil all the requirements of the National Curriculum and the Diocesan Syllabus for Religious Education.

We are proud of being a Church academy at the heart of our local community – a place where everyone is valued, respected and encouraged to develop resilience and confidence. Our strong ethos strives to ensure that each pupil achieves their very best.

***Academically – through a knowledge rich, focussed and sequenced curriculum.***

***Culturally – through an extensive programme of extra curricular activities and visits.***

***Spiritually – through an ethos of interdependence that flows through the life of both the academy and the wider community.***

Our exciting curriculum is designed to both engage and challenge our pupils to develop creative and independent thinking through strong oracy skills. We endeavour to nurture a thirst for learning in all our pupils.

The broad content of the curriculum is enriched by covering a wide range of subjects, talents and future careers. We realise that in order for our pupils to lead in tomorrow's

world they will need to demonstrate compassion, understanding, empathy and innovation.

Success, progress and celebration are very much at the heart of what we do.

### **CURRICULUM INTENT**

Our intent for the History curriculum is to inspire children's curiosity and interest in the past while developing the use of historical vocabulary. It should develop children's understanding about the lives of people who lived in the past and teach children to understand how events in the past have influenced our lives today.

### **KNOWLEDGE AND UNDERSTANDING**

The children's understanding and knowledge of historical facts will be broadened through the teaching of the following key elements:

- chronology
- interpretation of history
- historical enquiry
- organisation and communication

We aim to teach children a sense of chronology, and through this they will develop a sense of identity and a cultural understanding based on their historical heritage. The question-led units encourage pupils to research and present information taking full account of their ability to retain key knowledge and skills for the long term.

### **IMPLEMENTATION**

The curriculum -

- uses the National Curriculum as its reference point,
- also takes account of pupils' context, including their locality,
- has been personalised to meet the needs of our pupils, ensuring learning is meaningful and in context with our pupils' lives,
- follows a sequence that builds on knowledge and skills throughout and across the key stages,
- ensures knowledge is retained through the high quality teaching of a broad vocabulary.

Each of the units follows a system which ensures that prior knowledge has been ignited (Link It); that there is a focus on the main learning (composite) and that these are broken into component parts (Learn It). The units seek to create a balance between the development of substantive knowledge and pupils' disciplinary knowledge. There are also 'check its' which should be used during the learning to ensure that pupils are keeping up and therefore negate the need to catch up at a later stage. These 'check its' are used at different stages of the learning activity. To end the unit there are opportunities for pupils to present an aspect of their learning to others. This stage known as the 'show it' provides opportunities for pupils to demonstrate their learning to others.

The final part of the unit is a retrieval activity which is specific to the learning (know It). These are used after the learning has been completed and maybe a term or so after to check that pupils have recalled key knowledge.

- The curriculum is taught through topics ( two per year group).
- It follows the National Curriculum as its foundation.
- At the beginning of each history topic, pupils complete a prior knowledge activity (link it) to inform planning, followed by a post-topic activity to evaluate the learning (show it).
- It follows a sequence that builds on knowledge and skills throughout and across the key stages.
- Knowledge organisers are used for every History lesson, providing subject specific vocabulary and sticky knowledge.
- Vocabulary strategies are used throughout the class to teach topic specific vocabulary. Vocabulary sessions are embedded throughout lessons to encourage children to make conceptual links, in turn aiding memory and making knowledge stick.
- Vocabulary assessment is carried out at the beginning and end of each unit to monitor children's understanding.
- Oracy techniques are incorporated throughout daily lessons to develop confidence and clarity of thought and speech using quality vocabulary.
- Topic boxes from the Library Service are loaned each term to ensure there is a wide range of age appropriate books matching topics, promoting reading within the curriculum.
- 'Wow' experiences; through either a class trip, visit to a local area of interest within the community or a special visitor coming into school are encouraged. Where possible, lessons are practical and use interactive resources and artefacts, and visual and auditory stimuli. Outdoor learning is also encouraged.
- Age appropriate timelines are displayed in each class to encourage knowledge and understanding of the concept of time (chronology).

### **IMPACT**

- Pupils' books are marked in accordance with the Marking and Feedback policy. Class teachers track the progress and attainment using an internal assessment system of 'working below age related expectation', 'working at age related expectation'.
- Subject Leads analyse the data to monitor the progress and attainment of their subject across school, giving feedback and support where necessary.
- Pupils' learning and the impact of teaching and learning is monitored by the Subject Lead and Senior Lead Team in accordance with the Monitoring and Evaluation policy. This involves quality assurance of books and planning, observations of lessons, drop-ins, Teaching and Learning audits and pupil interviews.

## **EYFS**

The Early Years Foundation Stage profile sets out the early History skills and knowledge as part of communication and language, personal, social and emotional development and understanding the world, with an aim of all children meeting the relevant Early Learning Goals by the end of the year, in preparation for the National Curriculum.

## **THE ROLE OF THE SUBJECT LEADER**

- Take the lead in policy development,
- Monitor the effectiveness of the teaching of History through regular quality assurance checks, feeding back to SLT and class teachers,
- Ensure progression, continuity and consistency throughout the school,
- Support colleagues in their development of planning, implementing and assessing History,
- Keep up-to-date with developments in History education and disseminate information to colleagues as appropriate,
- Ensure appropriate and engaging resources are in place to deliver a rich and challenging curriculum,
- Collaborate with other Subject Leads to identify clear links with other subjects to ensure knowledge is transferable and sequential.

## **RESPONSIBILITIES**

- All relevant staff will ensure that the History curriculum is implemented in accordance with this policy.
- The Head teacher is responsible for ensuring that this policy is adhered to.
- Cidari Multi Academy Trust and the governing committee will monitor the effectiveness of this policy and hold the Head teacher to account for its implementation.

## **INCLUSION AND EQUALITY**

Teachers set high expectations for all pupils. Work is planned appropriately for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers also take account of the needs of pupils whose first language is not English.

Lessons are planned so that teaching opportunities help pupils to develop their English,

and support pupils to take part in all subjects. Class trips and visits linking to History are planned to ensure they are inclusive for all.

We believe all our children are entitled to benefit from equal access to work and equipment in History regardless of race, gender, intellectual and physical ability, in line with the nine protected characteristics. Classroom management will take into account such issues and History materials free from bias will be positively sought.

To ensure equality for all, teachers are committed to planning lessons that:

- Eliminate discrimination, harassment and victimisation;
- Promote equality of access and opportunity within our school and within our wider community;
- Promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

### **SPIRITUAL, MORAL, SOCIAL, CULTURAL DEVELOPMENT AND BRITISH VALUES**

The school sets out to plan a provision for Spiritual, Moral, Social and Cultural development, but it is also expected that many unplanned opportunities will occur (especially for spiritual development) and staff are encouraged to "seize the moment" when appropriate. Such moments may have a profound effect on individuals.

The promotion of the 'British Values' of

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

is central to our education as British Values have their origin in the Christian values of our nation.

### **LEGISLATION**

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#). In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

### **RELATED POLICIES**

- EYFS
- Equal Opportunities
- Inclusion
- Special Educational Needs and Disabilities
- SMSC and British Values
- Online safety
- Assessment, recording and reporting
- Marking and Feedback Policy
- Presentation
- Curriculum

Policy written by: Sabera Patel

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Agreed by Governors: \_\_\_\_\_

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