

ST. LUKE'S CHURCH OF ENGLAND PRIMARY SCHOOL



Church Lane
Lowton
Warrington
WA3 2PW

☎ 01942 201140
Fax 01942 205048
web www.stlukes.lowton.info
e-mail enquiries@admin.saintlukes.wigan.sch.uk

History Policy

Date: 2010

Review Date: 2013

1 Aims and objectives

- 1.1 The aim of history teaching at St. Luke's is to stimulate the children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. Thus they learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. In our school history makes a significant contribution to citizenship education by teaching about how Britain developed as a democratic society. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.
- 1.2 The aims of history in our school are:
- to foster in children an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer;
 - to enable children to know about significant events in British history and to appreciate how things have changed over time;
 - to develop a sense of chronology;
 - to have some knowledge and understanding of historical development in the wider world;
 - to help children understand society and their place within it, so that they develop a sense of their cultural heritage;
 - to develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.

2 Teaching and learning style

- 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



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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 introduction of topic weeks in 2004 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 Roman, Tudor, Victorian 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;
- grouping children by ability 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 Key Skills when planning for history, accompanied by the QCA scheme of work and the LCP resource files, (although teachers may use other resources to supplement different topics). 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 key skills scheme of work so that the children are increasingly challenged as they move up through the school.

3.2 We carry out our curriculum planning in history in two phases: long-term and medium-term (topics). The long-term plan maps the history topics studied in each term during the key stage. 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.



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- 3.3 Our medium-term plans follow the key skills 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 the topics 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.

Foundation Stage

- 4.1 We teach history in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the history side of the children's work to the objectives set out in the Early Learning Goals (ELGs), which underpin the curriculum planning for children aged three to five. History makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through activities such as dressing up in historical costumes, looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

5 The contribution of history to other subjects

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 Information and communication technology (ICT)



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We use ICT in history teaching where appropriate and we meet the statutory requirement for children to use ICT as part of their work in history at Key Stage 2. Children use ICT 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, 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) 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, for example, with the Key Stage 1 unit of work, 'What are we remembering on Remembrance Day?' 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.

History and Inclusion

6 Teaching history to children with special educational needs

- 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 within the Foundation stage and Key Stage 1, regardless of their race, gender, cultural background, ability or any physical or sensory disability. Children with special needs are*



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Headteacher Mrs C Groves

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 School Action and School Action Plus 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 and recording

- 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 aim to pass this information on to the next teacher at the end of the year.

8 Resources



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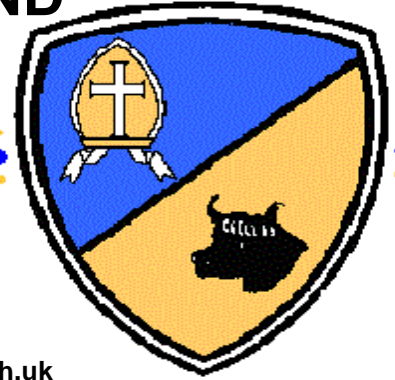
8.1 There are sufficient resources for all history topics in the school. We keep these resources in a designated History resource area. The library contains a good supply of topic books to support children's individual research. The Project Loan and the Museum Loan services provide additional books and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

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.



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