



History at St Luke's

Intent

At St Luke's we believe that history is a fundamental subject that empowers children to understand the past, connect it to the present and shape a better future. We believe that every pupil deserves a high quality, broad and ambitious History curriculum that will inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. At St Luke's, we aim to equip pupils for their future through a well sequenced History curriculum enabling pupils to develop the knowledge, skills and attitudes needed for their present and their future.

We aim to develop in our pupils:

Historical knowledge: Pupils will gain a rich understanding of significant events, people and places from Britain's past and the wider world.

Historical skills: Pupils will acquire essential skills in historical enquiry, including asking questions, interpreting evidence, evaluating sources and constructing narratives.

Historical attitudes and values: Pupils will develop a sense of empathy and respect for the past, an appreciation of the diversity of human experiences, and a commitment to making informed judgements about contemporary issues and to appreciate how history continues to shape our lives now.

As pupils progress through their history learning they are supported to ask valid questions to deepen their knowledge and make links across time periods. Pupils gain a coherent understanding of Britain's past, how people's lives have shaped our nation and that of the wider world. Our interweaved curriculum encompasses the core strands of history and encourages perceptive questioning and critical thinking. We aim for our pupils to weigh up evidence, investigate claims and analyse contrasting arguments to make valid judgements about short and long term historical timescales.

Our spiral approach ensures that new content builds on prior learning so that pupils can make connections and identify similarities and differences between and within the time periods they study.



Implementation

Teachers lead dialogic classrooms with purposefully planned opportunities to incorporate the principles of classroom talk (Alexander 2020).

History is a distinct subject in its own right but where valid connections is often interconnected with other subjects in our interweaved curriculum which gives pupils core knowledge, helps them practise their skills as historians and supports them as they develop a deeper understanding of significant aspects of our world's history through learning about:

The nature of ancient civilisations

The expansion and dissolution of empires

The characteristic features of past non-European societies

The achievement and follies of mankind

'Big Questions' ensure pupils follow a line of enquiry to enable them to know and understand the history of the British Isles and the ever-changing world they live in.

Within this pupils develop a coherent, chronological narrative, from the earliest times to the present day and understand how Britain has influenced and been influenced by the wider world.

We use a variety of methods including:

Primary sources and artefacts: we incorporate primary sources such as photographs, artefacts, historical documents and educational visits to directly engage children with the past.

Storytelling and narratives: we use storytelling and engaging narratives to bring history to life and make it relevant and relatable to children. Lessons are often supported by suitable linked reciprocal reading texts that pupils read and make sense of core vocabulary and then apply these words in their written narratives and analyses. They develop a historical understanding of more abstract historical terms and vocabulary.

Role play and drama: We make use of role play and drama to allow children to develop empathy for different perspectives and to experience history first hand,



Impact

Pupils enjoy learning and discussing history and think both creatively and analytically about the history of the world and their local area and home city. Pupils show an increased historical knowledge and understanding of significant events, people and places both within and beyond living memory.

Pupils develop historical skills to analyse historical sources and construct their own historical narrative and develop respect for all cultures and understand how history has played an important role in shaping societies and continues to do so.

Pupils develop empathy for the past and a respect for diverse perspectives and make comparisons both between different time periods and of the lives of different groups within the time periods they are studying and reflect on how historical events still affect the world today.

Pupils become confident global citizens using their enhanced critical thinking and judgement skills to evaluate historical events, evidence and form informed opinions. They gain a historical perspective and build upon their knowledge and understanding of the connections between local, regional, national and international history.

By the time pupils leave our school, they 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. Pupils leave our school equipped with disciplinary skills to prepare them for the next stage of their learning.