

Golborne St. Thomas' C of E J & I School

History Policy

A journey in faith, arriving with hope.

St. Thomas' School vision:

To ensure the children are highly valued by all members of the school community.

St. Thomas' creates a culture of high aspirations by making the school the heart of the community. We aim to develop a culture of curiosity and creativity by unleashing our children's God-given potential to make a difference in our locality and beyond.

Our parents, staff and governors see and understand the individual talents of each pupil and the opportunities provided. We openly celebrate and reward children's successes and achievements.

To inspire all children through a broad, balanced and engaging curriculum enabling every child to succeed.

We create an ethos where everyone is an explorer and an active participant. Children are challenged and encouraged to thrive in all areas. Our aim is to nurture talent and ensure children are equipped to live life in all its fullness.

Children experience a wide range of high-quality lessons and enrichment activities daily. We recognise that children are naturally curious; therefore, child-led learning is developed through their questions.

To nurture children's wellbeing to ensure healthy mind, body and spirit.

At St. Thomas' values are at the heart of all we do. We provide a safe, supportive environment which empowers children to grow and develop their self-worth, self-esteem and self-respect. Our unique learners are resilient and are willing to take big risks to make big leaps.

Values are actively promoted, modelled, and celebrated by all. Our inspiring curriculum and pastoral care teaches children the importance of healthy lifestyles: physically, mentally and spiritually.

History Policy

At St Thomas' we aim to provide a broad and balanced History curriculum which enables children to gain a coherent knowledge and understanding of Britain's past and that of the wider world. While inspiring children's curiosity about the past. Through history, pupils will develop the concepts of continuity and change which are frequently part of our everyday experience. Through their lessons, children will be encouraged to think critically as well as gain a sense of identity through learning about the past by knowing how history has shaped their lives.

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

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](#).

History at Golborne St. Thomas'

Our objectives are:

- To teach history in a way that develops curiosity and supports children to be more inquisitive
- To develop a sense of chronology
- to understand how Britain is part of a wider European culture and to study some aspects of European history;

- 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.

Key Stage One

Pupils should develop an awareness of the past. Pupils will be taught about

- changes within living memory
- events beyond living memory that are significant nationally or globally)
- the lives of significant individuals in the past who have contributed to national and international achievements (e.g. Neil Armstrong)
- significant historical events, people and places in their own locality

Key Stage Two

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history. Pupils will be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations
- Ancient Greece – a study of Greek life, achievements and their influence on the western world
- a non-European society that provides contrasts with British history

History is taught as part of topic learning and follows the wider school curriculum. The topics are organised to suit the age and skills of the children and to ensure an even coverage of history teaching and skills across year groups. Teaching and learning within history will follow an EYFS-inspired approach suiting the learning much more to the interests of the learners. Each new topic will be introduced with a 'WOW' lesson to hook the children's interest and stimulate their curiosity; the children will then generate their own questions from this which will form the basis of learning throughout the topic therefore making learning more purposeful and meaningful to the children. Whole class mind maps are completed at the start of a topic to assess starting knowledge and are redone at the end of a topic to assess children's understanding.

Learning will be evidence in several different ways, work in topic books, classroom/school displays and Seesaw. This will ensure that children get to experience a wide range of learning activities which will allow them to fully explore the topic they are studying.

Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children within history in accordance with the National Curriculum.

Further Information

For further information see; the school website as well as Facebook and twitter.

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