

Hanley St Luke's Church of England Academy

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History Policy	
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Headteacher	Mrs Zoe Cooper
Governor/Committee (where applicable)	Mr Andrew Wragg

Our School Vision:

"I have come that they may have life and have it to the full."

(John 10:10)

Our Mission:

At Hanley St Luke's, we are rooted in love and guided by faith. We nurture every child to live life to the full. By showing *honesty, courtesy, kindness, perseverance, and respect*, we create a safe, supportive, and inclusive environment where every child can grow academically, spiritually, and emotionally.

Our school is committed to nurturing a community built on strong Christian values, where every child is encouraged to grow both personally and academically. Through honesty, we promote truthfulness and trust; through courtesy and respect, we foster a culture of care and understanding; through kindness, we encourage compassion and forgiveness; and through perseverance, we inspire resilience and determination. Guided by these values and the teachings of Scripture, we aim to create a safe, supportive environment where all members of our school community can flourish and become thoughtful, responsible individuals.

Honesty

"You must be truthful with each other, because we are all part of the same body."

Ephesians 4:25

Courtesy

"Show proper respect to everyone, love others, honour God."

1 Peter 2:17

Kindness

"Be kind and compassionate to one another, forgiving each other, just as God forgave you."

Ephesians 4:32

Perseverance

"Let us not become tired of doing good. At the right time we will gather a harvest—if we don't give up."

Galatians 6:9

Respect

"In everything, do to others what you would want them to do to you."

Matthew 7:12

At Hanley St Luke's CofE Academy, our approach to careers education is rooted in our Christian vision inspired by *John 10:10*: "I have come that they may have life, and have it to the full." We believe that every child is uniquely created in the image of God, with individual gifts, talents and a purpose to fulfil. Our role is to nurture and develop these qualities so that all pupils can flourish and live life in all its fullness.

Through our careers provision, we aim to raise aspirations and help pupils recognise their God-given potential. We encourage children to explore how their skills and interests can be used to serve others and contribute positively to the wider community. By providing meaningful experiences, strong role models and an inclusive curriculum, we support every pupil to overcome barriers, build confidence and develop a sense of ambition for their future.

Our values-led approach ensures that pupils grow not only in knowledge and skills, but also as compassionate, responsible individuals who are prepared for the opportunities and challenges of the modern world. In doing so, we enable all children to aspire, achieve and thrive, living out our Christian vision in their future education, careers and lives.

History Curriculum Policy

Intent

At Hanley St Luke's Church of England Academy, we believe that History should inspire pupils to develop a curiosity about the past and a fascination with the people, events and civilisations that have shaped the world we live in today. Through a carefully planned and ambitious curriculum, pupils gain a secure understanding of local, British and world history whilst developing the knowledge and skills needed to think critically about the past.

Our curriculum is designed to ensure that pupils build a strong chronological framework, enabling them to place historical periods, events and individuals within a wider narrative of human history. Through the study of significant societies, civilisations and individuals, children develop an understanding of how communities have changed over time and how the actions of people in the past continue to influence life today.

At Hanley St Luke's, we recognise that many of our pupils have limited experiences beyond Stoke-on-Trent and enter school with varying levels of historical knowledge and vocabulary. Therefore, our History curriculum plays a vital role in developing cultural capital, broadening horizons and deepening understanding of the wider world. We want children to leave our school with a sense of pride in their local heritage, an appreciation

of Britain's past and an understanding of the diverse contributions that different cultures and civilisations have made throughout history.

History is also a vehicle for developing pupils as thoughtful and informed citizens. Through studying themes such as power, conflict, exploration, migration and community, children learn to consider different perspectives, challenge assumptions and reflect upon the experiences of others. In doing so, they develop empathy, respect and a deeper appreciation of the diverse society in which they live.

Through our Christian vision of enabling every child to live life in all its fullness, we aim to nurture pupils who are curious, reflective and knowledgeable, equipping them with the understanding they need to make sense of the world around them and their place within it.

Implementation

History is taught through carefully planned blocked units which allow pupils to become fully immersed in each period of study. This approach provides opportunities for children to build a deeper understanding of historical concepts, make meaningful connections between learning and retain key knowledge over time.

Our curriculum follows a knowledge-rich approach taught through engaging enquiry questions. Each unit is built around a carefully considered historical question that encourages pupils to investigate evidence, explore different viewpoints and construct informed conclusions. Enquiry questions provide a clear purpose for learning whilst ensuring that substantive knowledge remains at the heart of the curriculum.

Historical knowledge is carefully sequenced from the Early Years Foundation Stage through to Year 6. Learning begins with pupils exploring their own lives, family histories and experiences before gradually expanding to encompass local history, British history and significant world civilisations. This progression ensures that pupils develop an increasingly sophisticated understanding of chronology and are able to place new learning within a broader historical framework.

Throughout the curriculum, pupils are taught to work as historians. They learn how evidence can be used to answer questions about the past, how sources can be interpreted in different ways and why historical accounts may differ. As they move through school, pupils become increasingly skilled at analysing evidence, identifying cause and consequence, recognising continuity and change, and making comparisons between different societies and periods of history.

Meaningful links are made with other curriculum areas where they enhance historical understanding. High-quality texts in English often provide historical context which enriches learning and supports pupils in developing a deeper appreciation of the periods

they study. Opportunities for discussion, debate, reading and extended writing ensure that pupils can communicate their historical understanding confidently and effectively.

Vocabulary Development

The explicit teaching of vocabulary is a central feature of our History curriculum. Given the diverse nature of our school community and the high proportion of pupils who speak English as an Additional Language, we recognise that vocabulary development is essential if pupils are to access the curriculum successfully and communicate their understanding with confidence.

Historical vocabulary is carefully planned and sequenced to ensure progression from EYFS through to Year 6. Key terminology is introduced, revisited and applied across units so that pupils develop both breadth and depth of understanding. Teachers explicitly teach new vocabulary, model its correct use and provide regular opportunities for pupils to practise using historical language in discussion and written work.

Knowledge organisers support pupils in retaining and revisiting important vocabulary, whilst retrieval activities help to strengthen long-term memory. Through regular exposure to ambitious historical language, pupils develop the confidence to discuss chronology, evidence, significance, interpretation, continuity and change using precise and accurate terminology.

By the time pupils leave Hanley St Luke's, they have acquired a rich historical vocabulary which enables them to engage thoughtfully with the subject and articulate their understanding effectively.

Local History at Hanley St Luke's

Local history is a defining feature of the History curriculum at Hanley St Luke's and acts as a golden thread that runs throughout a child's journey from Year 1 to Year 6. We believe that understanding the history of our local area develops a strong sense of identity, belonging and pride whilst helping pupils recognise the significance of Stoke-on-Trent's contribution to local, national and global history.

Each year group studies a different aspect of the history of Hanley and Stoke-on-Trent, enabling pupils to build a cumulative understanding of the industries, people and events that shaped their community. Through studies of the pottery industry, coal mining, iron and steel production, transport networks and significant local figures, pupils gain an appreciation of how their locality developed and why it remains historically important today.

Our annual Local History Week further strengthens this commitment by providing opportunities for pupils to engage directly with their local environment. Through

educational visits, local walks, museum experiences and fieldwork, children explore the rich history that exists within their own community. These experiences help pupils understand that history is not confined to textbooks but can be found within the buildings, landscapes and stories that surround them every day.

By the time pupils leave Hanley St Luke's, they possess a deep understanding of their local heritage and recognise the role that Stoke-on-Trent has played in shaping Britain's industrial, cultural and social history.

Diversity and Representation

At Hanley St Luke's, we believe that every child should see themselves reflected within the curriculum whilst also developing an understanding of the experiences and achievements of people whose lives may be very different from their own. Our History curriculum has therefore been carefully designed to celebrate diversity and ensure that pupils encounter a broad range of perspectives, cultures, faiths and experiences.

Alongside the study of British history, pupils explore significant world civilisations including Ancient Egypt, Ancient Greece and Ancient Islamic Civilisation. These studies provide opportunities for children to understand the achievements of different societies and appreciate the ways in which cultures across the world have influenced modern life.

The inclusion of Ancient Islamic Civilisation is particularly meaningful within our school community and reflects our commitment to ensuring that all pupils feel represented within the curriculum. Through studying the achievements of the Islamic Golden Age, pupils gain an appreciation of the advances made in science, medicine, mathematics, astronomy and scholarship, whilst recognising the lasting impact these achievements continue to have today.

Diversity is further strengthened through the study of significant individuals from a wide range of backgrounds, including Black historical figures and influential people whose contributions have shaped society. These experiences help pupils develop respect, empathy and an appreciation of the rich diversity that exists within both the past and present.

Impact

The impact of our History curriculum is evident in pupils who are curious, knowledgeable and reflective learners. They develop a secure understanding of chronology and are able to place historical events, societies and individuals within a coherent narrative of the past. Pupils leave Hanley St Luke's with a broad understanding of local, British and world history, enabling them to make connections across different periods and cultures.

Children demonstrate the ability to think critically about the past by asking questions, analysing evidence and drawing informed conclusions. They use historical vocabulary with increasing accuracy and confidence and can discuss key concepts such as cause and consequence, continuity and change, significance and interpretation.

Through their study of local history, pupils develop a strong sense of pride in Stoke-on-Trent and an appreciation of the people, industries and events that have shaped their community. Through their study of world history, they gain a deeper understanding of diversity and develop respect for different cultures, faiths and perspectives.

Ultimately, pupils leave Hanley St Luke's equipped with the knowledge, skills and cultural understanding needed to succeed in the next stage of their education. They are prepared to become informed, thoughtful and responsible citizens who understand their own story, Britain's story and the wider world's story, enabling them to flourish and live life in all its fullness.

Monitoring and Evaluation:

The History Subject Leader monitors and evaluates the quality of History across the school to ensure high standards, consistency and progression. This is achieved through a range of activities including lesson visits and learning walks, planning scrutiny, book looks, and pupil and staff voice. These processes enable leaders to evaluate the effectiveness of the curriculum, celebrate strengths, identify areas for development and inform future curriculum planning, professional development and subject improvement.