

HISTORY POLICY

*St. Joseph's
Catholic
Primary School,
a Voluntary
Academy*



“Trusting in God, Creating tomorrow, helping today.”

Intent

As a Catholic Academy, religious education and faith development are at the heart of our school curriculum developing the Catholicism and spirituality of our pupils.

We intend to provide the children with a rich curriculum that is full of substantive and disciplinary knowledge. Our History curriculum is powerful, transferable and sequenced to enable the children to remember and make links to previous learning. A high-quality History education will help pupils gain coherent knowledge of Britain and the wider world.

History Intent

At St. Joseph's Catholic Primary School we believe that a high-quality History education will help pupils gain a coherent substantive 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 with disciplinary knowledge to ask perceptive questions, think critically, weigh evidence, sift arguments, understand sources 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.

Through this we aim to:

- Promote positive attitudes and enthusiasm for History
- Ensure progressive development of substantive and disciplinary knowledge including the historical concepts, knowledge, skills and attitudes.

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- Introduce pupils to what is involved in understanding and interpreting the past.
- Develop an understanding of history as a coherent, chronological narrative, from the earliest times to the present day.
- Know how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Develop knowledge and understanding of significant aspects of the history of the wider world.
- Know how sources can be used to understand history and have an understanding of bias and truth.
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- Develop an understanding of historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Implementation

The curriculum at St. Joseph's is rooted in the teachings of the Catholic Church; the Early Years Foundation Stage Curriculum and the National Curriculum. The implementation of our curriculum can be seen through our curriculum intent documents and medium term planning.

History in Foundation Stage

In the Foundation Stage children are taught substantive and disciplinary knowledge. They will find out about past and present events in their own lives and those of their families and other people they know. They will remember and talk about significant events which have happened to them. Children will know how to compare and contrast characters from stories, including figures from the past and know how to comment on images of familiar situations in the past. History makes a significant contribution to 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.

Planning History in Foundation Stage

The EYFS framework provides a long-term plan to follow by ensuring that all relevant Early Learning Goals are covered throughout the academic year; this can also be seen in our Curriculum Intent documents. Medium term Topic planning is created and considers the individual children's learning and developmental needs. All relevant Areas of Learning and Development are planned for and available to access within the setting. The learning opportunities provided include a range of adult focused and child-initiated

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activities indoors. The setting also makes use of the outdoor environment whenever possible.

History in Key Stage 1

Pupils will be taught about the past, using common words and phrases relating to the passing of time. They will learn where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Children will begin to develop their understanding of where periods of time fit in chronologically through the use of timelines at the start and end of topics, to include some events in the children's lives - such as when they were born. They will be taught a wide vocabulary of everyday historical terms. Children will ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They will study some of the ways in which we find out about the past and identify different ways in which it is represented.

History in Key Stage 2

In Key Stage 2 pupils will continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Children will continue to develop their understanding of where periods of time fit in chronologically through the use of timelines at the start and end of topics, to include some of the topics covered in previous years. They will note connections, contrasts and trends over time and develop the appropriate use of historical terms. They will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children will construct informed responses that involve thoughtful selection and organisation of

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relevant historical information. They will understand how our knowledge of the past is constructed from a range of sources.

History and Geography Planning

The school curriculum is designed around Imaginative Learning Projects. In each year group, there are three projects which are covered in each term throughout the year. Within the project there will be a focus in each half term on History or Geography. Each project is an enquiry based challenging project which ensures that learning is embedded. Wherever possible, links are made between learning, enabling pupils to place their learning in context and ensure learning becomes embedded in long term memory.

Within each project, there are four distinct stages of learning which actively promote children's learning and thinking.

Engage

This section of the project begins with a memorable experience, a launch day, which stimulates curiosity and enthusiasm for the new theme. During the engage lessons children's interest in the new topic is stimulated and they are encouraged to develop enquiry questions and identify possibilities for future learning. During the launch day children will discuss the catholic social teaching for the term and link this with the rights to respect in school. At the end of the engage lessons, staff ask children to identify any areas for future enquiry, thereby leading their learning. These questions will then be used to inform planning for the rest of the project.

Develop

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The develop section is split into Geography and History, eight lessons of Geography and History are taught. During this, children's learning will delve more deeply into the theme as they acquire new substantive knowledge and disciplinary knowledge and skills, including map work, investigations, bias, gathering information and composing. Children will be encouraged to find the answers to the questions which they have posed during the engage week.

Throughout this section of the project, children will be taught substantive and disciplinary knowledge and provided with tasks that challenge and deepen their understanding based on prior learning. -

Innovate

During this section of the Imaginative Learning Project, which lasts for 4-6 sessions, children will be provided with the opportunity to apply their skills, knowledge and understanding to real-life and imaginary contexts, showing enterprise in solving problems. Children will be encouraged to reflect upon and identify their own needs and will be enabled to take on different roles and responsibilities. At the end of each innovate pathway, At the end of each innovate pathway, the children will have answered the catholic social teaching big question and the children will have produced a high quality product of which they are proud and demonstrates a consolidation of their learning from the topic.

Catholic social teachings (CST)

During history, we implement the catholic social teachings throughout the topics. This is through a big question which is the focus for each subject. The big question is discussed within each lesson and is answered within the innovate

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lesson at the end of the topic. The big question is also answered at the beginning and end of each subject through a pre and post learning.

The purpose of the Catholic social teachings is to guide individuals and communities in building a just, compassionate, and equitable society. These teachings emphasise the importance of human dignity, the common good, solidarity, stewardship of creation, and care for the poor and vulnerable.

In the context of history, they encourage students to critically examine past events and their impact on society while reflecting on moral and ethical responsibilities. This approach helps students develop a deeper understanding of how historical actions and decisions align with or challenge the principles of justice, peace, and social responsibility, fostering a more compassionate and informed perspective on the world.

Children with Special Educational Needs

The History curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, based on an accurate understanding of the strengths and gaps in learning, which may exist.

If a child has a special need, our school does all it can to meet their individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If a child displays signs of having

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special needs, his/her teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation.

Assessment

Assessment can be on a continuous monitoring basis involving informal techniques such as teacher observation, questioning and small group discussions (formative assessment). Reporting to parents is done twice a year through parent's evenings and once a year through a written report. The children at the end of the summer term are also given a level, working below, working towards, working at expected or greater depth.

Ensuring that teaching is based on an accurate and precise understanding of children's prior knowledge and understanding, is integral to our teaching. At the beginning of each unit of work, teachers will assess children's prior knowledge and understanding through a pre-learning challenge. This challenge will then inform precise next steps in learning and also how children are grouped for lessons.

Impact

Our Topic curriculum has ambition for high achievement of all pupils irrespective of background and starting point.

The teaching and learning process is cyclical, therefore assessments are used to inform teaching, but also to measure progress.

Progress is measured through the use of post learning challenges at the end of each unit of learning and through the use of knowledge organisers/quizzes.

These strategies support an accurate assessment of pupils' knowledge and skills, enabling staff to ascertain how learning has been embedded in long term memory and also gaps in learning.

We continually measure the impact of our curriculum by scrutinising pupils' books, speaking to pupils about their learning and how they feel they are progressing in their work.

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Roles and Responsibilities

- To be responsible to the head teacher for the co-ordination of all the History work within the school.
- To be responsible to the governors in charge of overseeing the development and teaching of History within the school.
- To be responsible for writing and publishing a topic policy in consultation with the head teacher, staff and governors.
- To monitor progress.
- To take responsibility for the upkeep of resources.
- To keep up to date with developments in the teaching of History and relate information to colleagues.
- To be responsible to the head teacher for the co-ordination of all History work within the school.

Reviewed: October 2025

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