

God wants me to be the best me I can be



St Joseph's Roman Catholic Primary School

History Policy

Jesus is the Centre of our lives

Mission statement

- Through His teaching we aim to value ourselves and each other as unique and precious individuals created by God;
- We encourage and develop love and respect for each other and for our world;
- We strive to promote and deepen our Catholic faith through prayer, work and play;
- We aim to foster a loving, caring environment in which each child can freely learn and develop to their full potential

Gospel Values underpinning our curriculum

Love, friendship, respect, truth, hope and forgiveness.

Curriculum Intent

Vision for the subject

Through learning History, we hope to stimulate the pupil's interest and understanding about the world around them and the lives of people who lived in the past. We aim to teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. We aim for children to understand that they can be part of history. As a Catholic school, we believe that children should learn to value their own and other people's cultures in modern multicultural Britain and the world. Through considering how people lived in the past, they are better able to make their own life choices today. 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 to develop the skills of enquiry, analysis, interpretation and problem-solving.

Aims of the curriculum

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' • understand 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

Roles and responsibilities

Megan Park (History lead) is responsible, in consultation with the Headteacher and in co-operation with colleagues and governors, for the development, planning and delivery of History throughout the school.

Inclusion

It is the responsibility of all teachers and support staff to ensure that all pupils irrespective of gender, ability, ethnicity, and social circumstance, have access to the History curriculum and make the greatest progress possible. Pupils will have some exposure to historical figures of both genders, a range of cultures, European and non-European.

Curriculum Implementation

Development of curriculum

The curriculum has been custom tailored to provide coverage of key historical periods and to ensure skills progression is evidenced throughout school. Our school has adopted the 'Collins Connected Primary History' scheme which has been mapped out for our mixed-age classes. This is also supplemented by Local History units and a discrete unit on Black History to support other whole-school work around multi-culturalism.

Planning

Planning is based on the Collins scheme and utilises long term curriculum mapping of skills and shorter unit based plans. We use a variety of resources and stimuli for supplementing the teaching of history.

Sequencing of learning

See the St Joseph's Curriculum Overview document.

Formative Assessment

Teachers will assess children's history skills by using the Unit Overviews which children have ownership of. These are 'title' pages used to initialise learning and monitor progress and understanding against the key learning questions. These will ultimately answer an over-arching questions which has driven the unit. Children will also identify prior learning from previous key stages to help them with their new topic.

Health and Safety

All activities both in school and out of school visits will be risk assessed in line with the educational visits policy and general school risk assessment.

Development of subject specific vocabulary

Teachers will use the vocabulary from the history progression document throughout the year and then this will follow the children through school so a bank of well established terms and phrases will be embedded.

Professional Development of staff and Use of Resources

Subject leader regularly attends subject leader network meetings and shares messages and resources with staff. Staff have access to topic resource boxes from the resource room and also can supplement this with loan boxes from the Lancashire loan box service and take part in educational visits.

Monitoring of the implementation

Monitoring will take place in the form of pupil triangulation and findings will be shared with the SLT.

Curriculum Impact

Use of feedback to improve learning outcomes Feedback is in line with the marking and feedback policy.

Assessment: Summative and formative (including standards and moderation/work scrutiny)

Data will be collected via an Excel spreadsheet that will detail whether the children have achieved their age-related expectations based on the answers to the driver questions.

Observation

This can take part in a range of forms such as lesson drop ins, learning walks and team teaching.

Monitoring and evaluation (in regards to the policy)

Megan Park September 2025. Review date: Autumn Term 2026.

Other relevant policies: English, Art, Design and Technology, Geography, Computing