ST JOSEPH'S RC PRIMARY SCHOOL

BACUP

HISTORY

Curriculum Subject Policy

"Jesus is the Centre of our lives"

God wants me to be the best me I can be

Our Mission

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.

2026–2027

Policy information

Document control	Details
Policy title	History Policy
Subject leader	Megan Lacey
Review date	Autumn term 2028
Audience	Staff, governors, families and other stakeholders

1. Purpose and scope

This policy sets out St Joseph's approach to history from the Early Years Foundation Stage to the end of Key Stage 2. It applies to all staff involved in planning, teaching, supporting, leading and monitoring history and should be read alongside the school curriculum overview and history progression document.

2. Catholic life, mission and Gospel values

History helps pupils recognise every person as unique and precious, understand the experiences of communities and consider how choices shape lives. Love, friendship, respect, truth, hope and forgiveness guide the careful study of people, cultures, beliefs, conflict, justice and change. Pupils learn to value their own heritage and that of others and to approach the past with curiosity, compassion and honesty.

3. Curriculum intent

Our history curriculum stimulates curiosity about the past and develops pupils' sense of chronology, identity and cultural understanding. Pupils build secure knowledge of local, British and wider-world history and learn how events, people and ideas have influenced life today. They understand that history is constructed from evidence and that accounts and interpretations may differ.

Learning is ambitious and accessible for every pupil. Knowledge, concepts and vocabulary are sequenced deliberately from EYFS to Year 6. Through enquiry, pupils ask historically valid questions, examine sources, test claims, weigh evidence, recognise uncertainty and communicate reasoned conclusions. By the end of Key Stage 2, pupils are equipped to understand their place in an interconnected world and to make thoughtful, informed choices.

4. Curriculum aims and entitlement

- Know and understand the history of Britain as a coherent chronological narrative and its relationship with the wider world.
- Know and understand significant aspects of wider-world history, including ancient civilisations, empires and non-European societies.
- Develop secure chronological knowledge and use dates, periods, duration and sequence appropriately.
- Understand and apply concepts such as continuity and change, cause and consequence, similarity and difference, significance and historical perspective.
- Understand historical enquiry, including how sources are selected, evaluated and used to support claims.

- Recognise how and why accounts and interpretations of the past are constructed and may differ.
- Make connections across local, regional, national and international history and across social, cultural, religious, political, economic and military contexts.
- Communicate historical knowledge and arguments clearly through discussion, writing, timelines, diagrams and other appropriate forms.

5. Curriculum content, progression and sequencing

The history progression document and long-term curriculum map define the substantive knowledge, disciplinary knowledge, concepts and vocabulary to be learned. Curriculum mapping ensures National Curriculum coverage and coherent progression across mixed-age classes, avoiding unnecessary repetition and gaps. Unit plans identify prior learning, intended outcomes, key questions, sources, vocabulary and assessment opportunities.

Collins Connected Primary History is a principal resource, mapped and adapted for St Joseph's curriculum. It is supplemented by local-history units, a discrete Black History unit and other carefully selected materials that broaden representation and strengthen pupils' understanding of multicultural Britain and the wider world. Published resources support, rather than replace, teachers' subject knowledge and professional judgement.

6. Historical knowledge and disciplinary enquiry

Pupils develop substantive knowledge of people, places, events, societies and developments alongside disciplinary knowledge of how history is investigated and communicated. Teachers make the distinction explicit and help pupils connect both dimensions.

- Chronology: sequencing events, using dates and period language, recognising duration, overlap and change over time.
- Evidence: identifying what a source is, who created it, its context, purpose, strengths and limitations, and what can and cannot reasonably be inferred.
- Causation and consequence: explaining multiple causes and effects and distinguishing triggers from longer-term conditions.
- Change and continuity: identifying patterns, turning points, pace and extent of change.
- Similarity and difference: comparing experiences accurately without assuming that societies or groups were uniform.
- Significance: making and justifying judgements using clear criteria.
- Interpretation: comparing accounts and explaining how evidence, viewpoint, context and purpose shape them.

7. Curriculum implementation

Lessons connect new learning to prior knowledge, make the historical focus clear and use accurate explanation, modelling, retrieval, purposeful questioning and guided practice. Enquiries are driven by meaningful historical questions rather than activities alone. Pupils encounter a carefully chosen range of primary and secondary sources, artefacts, images, maps, timelines, texts, oral histories and digital resources.

Teachers explicitly address misconceptions, anachronism and overgeneralisation. Written and spoken outcomes require pupils to select relevant knowledge and support claims with evidence. Cross-curricular links are used when they deepen historical understanding; they do not dilute the integrity or progression of the subject.

8. Early Years Foundation Stage

In the EYFS, children begin to understand past and present through family and community experiences, stories, photographs, artefacts, celebrations, significant people and changes within living memory. Adults model vocabulary such as before, after, past, present, old, new, same and different. Talk, play, observation and first-hand experiences help children sequence events, notice change and compare their lives with those of others.

9. Inclusion, SEND and equality

Every pupil is entitled to an ambitious history curriculum. Teachers identify barriers and provide responsive adaptations such as pre-teaching, explicit vocabulary, accessible source extracts, visual timelines, chunked information, repeated encounters, supported discussion, audio or enlarged resources and alternative recording. Adaptation supports independence and does not unnecessarily reduce the historical thinking expected.

The curriculum includes people of different genders, cultures, ethnicities, faiths, social backgrounds and abilities and avoids tokenism or stereotype. Teachers acknowledge gaps and bias in the surviving evidence and represent contested or sensitive histories accurately, respectfully and at an age-appropriate level.

10. Literacy, oracy and vocabulary

Historical vocabulary is deliberately selected from the progression document, explained, revisited and applied. Structured talk enables pupils to question, compare, hypothesise, justify and challenge respectfully. Reading and writing are supported with appropriate modelling and scaffolds while maintaining the subject's disciplinary purpose. Teachers distinguish everyday meanings from historical meanings and model precise chronological and evidential language.

11. Assessment and feedback

Assessment is aligned with the intended curriculum. Teachers use questioning, discussion, source work, retrieval, unit-overview pages, responses to key learning questions and independent outcomes to identify what pupils know, understand and can do. Prior learning is revisited at the start of a unit and an overarching enquiry question supports a coherent final response.

Summative judgements against agreed age-related expectations are recorded in line with school assessment arrangements and moderated proportionately through professional dialogue and work review. Feedback follows the school policy and helps pupils improve historical accuracy, use of evidence and quality of reasoning. Assessment information informs future teaching without creating unnecessary workload.

12. Enrichment, local history and cultural capital

Local history helps pupils understand how Bacup, Lancashire and the wider region connect with national and global developments. Educational visits, visitors, artefacts, Lancashire loan boxes, museums, archives, historic buildings and digital collections are used where they add genuine value. Experiences are prepared and followed up so pupils connect them to the intended knowledge and enquiry.

13. Resources, technology, safety and safeguarding

Resources are selected for accuracy, provenance, accessibility, representation and age appropriateness. Digital tools may provide maps, archives, virtual visits and source material when they strengthen the history objective; online safety, copyright, data protection and responsible AI use follow school policy. Visits and practical activities are risk assessed in line with health and safety and educational-visits procedures.

War, persecution, enslavement, discrimination, death and injustice are taught sensitively. Teachers anticipate the needs and lived experiences of pupils, establish respectful discussion, avoid gratuitous detail and follow safeguarding procedures if learning prompts a disclosure or concern.

14. Roles and responsibilities

- The history subject leader, Megan Park, develops curriculum coherence, supports colleagues, oversees resources, monitors provision and standards, identifies professional development and reports priorities to senior leaders and governors.
- Class teachers plan and teach the agreed curriculum, maintain accurate subject knowledge, adapt responsively, assess learning and create a respectful environment for enquiry and discussion.
- Support staff reinforce agreed vocabulary and approaches, promote independence and deliver targeted support under teacher direction.
- Senior leaders and governors provide strategic oversight, appropriate challenge, time, resources and accountability.

15. Professional development

The subject leader engages with relevant networks and shares curriculum updates, resources and effective practice. Professional development reflects monitoring, staff dialogue and pupil need and may include chronology, source evaluation, disciplinary concepts, local history, inclusive representation, sensitive content and assessment. Coaching, collaborative planning and moderation support consistency.

16. Monitoring, evaluation and impact

The history leader and senior leaders evaluate implementation and impact through a proportionate range of evidence, which may include curriculum and planning review, pupil and staff voice, work scrutiny, assessment information, learning walks, lesson visits and professional dialogue. No single source is used in isolation. Findings lead to clear actions, support and curriculum improvement.

Impact is evident when pupils remember and connect important historical knowledge; use chronology and vocabulary accurately; ask and answer valid questions; evaluate sources and interpretations thoughtfully; explain change, continuity, cause, consequence, similarity and significance; communicate evidence-informed conclusions; and value the diverse experiences of people in the past.

17. Related documents

- School curriculum overview and history progression document
- SEND policy and equality information and objectives
- English policy
- Geography, art, design and technology and computing policies
- Safeguarding and child protection policy

18. Approval and review

This policy will be reviewed by the history subject leader and senior leadership team, approved through the school's agreed governance process and reviewed by the date shown in the document-control table, or sooner if curriculum, assessment or statutory requirements change.