



ST.MARY'S RC
PRIMARY SCHOOL

WE PRAY, PLAY & RESPECT ALL

HISTORY POLICY

Policy purpose and vision

At St. Mary's RC School, we will help all children to develop an understanding of time, place, people and events through the effective teaching and learning of the knowledge, skills and understanding of history. We use the National Curriculum History Guidelines as the basis for our curriculum and make meaningful links with other subjects across the curriculum.

Our history curriculum is designed to develop children's knowledge and understanding of the past, while encouraging curiosity, questioning and a desire to find out more. We aim to ignite a curiosity to learn about the past that will help children understand who they are and how their environment, local area and the wider world have changed over time.

Our history curriculum is carefully planned around clear end points. These end points have been devised by the History Coordinators and are directly linked to the requirements of the National Curriculum, while also reflecting the history and heritage of our local area. Teachers use these end points to ensure that lessons have a clear purpose and that children build their historical knowledge and skills progressively throughout their time at St. Mary's.

1 · Inclusion

Inclusive entitlement and curriculum adaptation

To provide an inclusive history curriculum in which all children are supported and challenged appropriately according to their individual needs and abilities.

The curriculum is designed to be accessible to all pupils. Teachers adapt lessons, resources, activities and expected outcomes where appropriate to meet the individual needs of children within their class. Appropriate support and challenge are provided so that all children can make progress in history.

2 · Curriculum and Teaching

Curriculum aims and breadth

1. To help all children develop a sense of the past and to develop a chronological framework for learning about life in past times.
2. To enable children to learn about significant people, events and developments and understand their impact on our lives today.
3. To develop children's knowledge and understanding of the growth and development of our nation and its relationship with the rest of the world.
4. To develop children's skills as historians, enabling them to research, investigate, question and discover the past using a range of sources and evidence.
5. To develop an understanding and appreciation of the history of our local area and its importance within the wider history of Britain.

6. To ensure that children develop their historical knowledge progressively through carefully planned lessons that are linked to clearly defined end points.
7. To develop children's understanding of historical vocabulary and their ability to communicate their knowledge and ideas clearly through speaking, reading and writing.

Curriculum continuity and progression

We will begin the teaching of history in Foundation Stage as children develop their knowledge, skills and understanding of the world. Children will begin by exploring the most recent past through photographs, artefacts, visits into the locality and conversations about 'then and now'.

As children move into Key Stage 1, they will build on their earlier learning using living memory, eyewitness accounts and the immediate environment of the school and local area as starting points for historical enquiry.

As children become older, they will learn about the different periods and themes of history identified within the National Curriculum, developing an increasingly secure chronological understanding.

History lessons are planned around clearly identified end points. These end points have been devised by the History Coordinators and are linked to the National Curriculum and the history of our local area.

Teachers use the end points to identify the key knowledge, vocabulary and historical skills that children need to acquire during each unit of learning. Lessons are planned to build progressively towards these end points.

Everyday teaching and learning

Strong links will be made with the teaching of English. Stories, plays, poems, non-fiction texts and historical accounts will be used to support children's understanding of different periods and to develop reading, writing, oracy and vocabulary.

History will be used as a stimulus and springboard for the development of oracy, writing, thinking and reasoning skills.

Art, Design Technology, drama and other curriculum areas will be closely linked with history where appropriate, allowing children to communicate and demonstrate what they have learnt in a variety of ways.

On appropriate occasions, teachers will use first-hand experiences, visits, visitors, artefacts, audiovisual resources and the local and wider environment to engage children's interest and imagination.

Children will be encouraged to ask and answer historical questions, make comparisons, identify changes and similarities, consider cause and consequence, and use evidence to develop their understanding of the past.

Through their understanding of the past and the lives of people in different circumstances, children will be encouraged to develop empathy and an understanding of different perspectives.

Children will develop an understanding of their local heritage and how changes over time have shaped the community in which they live.

Assessment and responsive teaching

Teachers assess children's learning half termly against the agreed end points for that half term. Children complete a half-termly assessment, which is considered alongside teacher judgement and evidence from their work throughout the unit.

Teachers use the half-termly assessment and their professional judgement to assess whether children are Working Towards (WT), Expected (EXP) or Greater Depth (GD) in relation to the identified end points.

Assessment judgements are recorded on the school's in-school spreadsheet tracker. This allows teachers and subject leaders to monitor children's progress and identify areas requiring further teaching, support or challenge.

At the end of each term, teachers complete an assessment on Sonar, ensuring that assessment information is recorded consistently across the school.

Resources

We will use financial resources to build and maintain an extensive collection of resources, artefacts and books to support the teaching and learning of history.

3 · Achievement

Expected outcomes

History will be fun and engaging and will promote excellence, curiosity and enjoyment. It will have a strong presence in the ethos of the school through displays, performances, music, drama, assemblies and opportunities to share historical learning.

Children will develop a secure understanding of chronology and changes over time in people, places, landscapes and cultures. They will develop their knowledge of significant periods, people and events and understand how these have influenced Britain and the wider world.

Children will develop the skills required to work as historians. They will be able to ask relevant questions, use historical vocabulary, consider evidence, identify similarities and differences, recognise changes over time and communicate their understanding of the past.

Children will develop an understanding of the history and heritage of their local area and recognise how local history connects with the wider history of Britain.

Assessment against clearly defined end points will enable teachers to identify children's knowledge, understanding and historical skills and ensure that future teaching is responsive to their needs.

All children, regardless of ability or individual need, will be supported to access the history curriculum and make progress. Teachers will adapt learning appropriately to ensure that pupils are included, challenged and supported to achieve their potential.

Ultimately, pupils at St. Mary's will leave primary school with a growing knowledge and understanding of the past, an appreciation of their local and national heritage, and a curiosity to continue learning about the people, places and events that have shaped the world in which they live.

Roles and responsibilities

The History Coordinators use monitoring and assessment information to identify strengths and areas for development within the subject and to inform future curriculum planning, staff support and subject development.

Parental engagement

Parents and grandparents will be encouraged to contribute to the teaching and learning of history where appropriate. We will make use of our local area and wider community to enrich children's experiences and help them understand the history around them.

Monitoring and review

History monitoring takes place regularly throughout the academic year. Monitoring includes termly book looks, pupil interviews, lesson drop-ins and learning walks. These activities are used to evaluate the quality of teaching and learning, children's understanding and progression, the implementation of the curriculum and the impact of the agreed end points.

Regular monitoring through book looks, pupil interviews, lesson drop-ins and learning walks will ensure that the history curriculum is implemented effectively and that children's historical knowledge and skills develop progressively.

Revised and adopted by the Governing Body

Date 1 September 2026

Review Date 1 September 2029