



St. Learn and Grow Together in Christ

St. Mary's RC Primary School

History Policy

2025-2026

Reviewed by K. Blezard - December 2025

Agreed by Governing Board - December 2025

Policy will be reviewed by December 2026

Our Mission

We aim to provide a safe, caring, Catholic community where each member is valued and respected and enabled to achieve their potential through a broad and balanced curriculum. This is summed up neatly in our school motto: To learn and grow together in Christ.

INTENT

History is a subject which we are passionate about at St. Mary's. Our intention for the teaching of history is to give pupils the opportunity to develop an understanding of why the world and its people are the way they are today. They begin to ask questions as they explore the diversity of human experience, past lives and societies. We intend that by the end of their primary education, children will have a chronological understanding of British history from Stone Age to present day and are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this is the need to look at world history. The children will explore and understand the term 'ancient civilisations' by studying Egypt, Greece and the Romans in KS2 developing their understanding of trends over time and across concurrent civilisations. Children in KS2 will explore chronology, geography, key people, religion, daily life, culture and legacy in each history unit giving them the opportunity to make links across the different time periods. They will look at the impact on the local area, looking at Queen's Mill and Gawthorpe Hall and as well as looking at history through neighbouring local areas, for example, Clitheroe Castle.

1. Aims and Objectives The aim of history teaching here at St. Mary's is to stimulate the children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, and, through this, they develop a sense of identity, and a cultural understanding based on their historical heritage. Thus, they learn to value their own and other people's cultures in modern multi-cultural Britain and, by 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, by so doing, to develop the skills of enquiry, analysis, interpretation and problem solving.

Our objectives in the teaching of history are:

- to foster in children an interest in the past, and to develop an understanding
- that enables them to enjoy all that history has to offer;
- to enable children to know about significant events in British history, and to
- appreciate how things have changed over time;
- to develop a sense of chronology;
- to have some knowledge and understanding of historical development in the
- wider world;
- to help children understand society and their place within it, so that they
- develop a sense of their cultural heritage;
- to develop in children, the skills of enquiry, investigation, analysis, evaluation and presentation;
- to develop the cross-curricular use of history in other subjects;

IMPLEMENTATION

2. Statutory Requirements

2.1 This policy reflects the requirements of the *National Curriculum Programmes of Study*, which all maintained schools in England must teach.

2.2 It also reflects requirements for inclusion and equality as set out in the *Special Educational Needs and Disability Code of Practice 2014* and *Equality Act 2010*, and refers to curriculum-related expectations of governing boards set out in the Department for Education's *Governance Handbook*.

2.3 In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the *Early Years Foundation Stage (EYFS) statutory framework*.

3. Subject Organisation

3.1 Planning

3.1.1 Foundation Stage

We teach history in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the history side of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. 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 vocabulary ('new' and 'old', for example) in relation to their own lives.

3.1.2 Key Stage 1 and 2

History is a foundation subject in the National Curriculum. We have used this to develop our own personalised scheme of work for history as the basis for our curriculum planning. We plan the topics in history so that they build on prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school. Our curriculum planning provides the children with a pathway, building on prior knowledge and each lesson begins with a focus question. History is taught weekly over three half terms up to Year 3. Years 4-6 have 2 units across the school year so that the areas of study can be studied more in depth.

3.1.3 Cross-curricular links

English

History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in the Literacy Hour are historical in nature. Children develop oral skills through discussing historical questions, or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters, and through using writing frames.

Mathematics

The teaching of history contributes to children's mathematical understanding in a variety of ways. Children learn to use numbers when developing a sense of chronology through activities such as creating time lines and through sequencing events in their own lives. Children also learn to interpret information presented in graphical or diagrammatic form.

Personal, social and health education (PSHE) and citizenship

History contributes significantly to the teaching of personal, social and health education and citizenship. Children develop self-confidence by having opportunities to explain their views on a number of social questions, such as how society should respond to poverty and homelessness. They learn how society is made up of people from different cultures, and they start to develop tolerance and respect for others.

Spiritual, moral, social and cultural development

In our teaching of history, we contribute, where possible, to the children's spiritual development. We also provide children with the opportunity to discuss moral questions, or what is right and wrong, and they find out how British society has changed over time. The history programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

History and ICT

Information and Communication Technology enhances our teaching of history, wherever appropriate, in all key stages. The children use ICT in a variety of ways, such as word-processing, finding information on the Internet and presenting information through PowerPoint.

4. Equal Opportunities

4.1 Protected Characteristics and Inclusion

4.1.1 All children in school have regular access to history appropriate to their stage of development. Challenge for all is integral to our teaching and we aim to encourage all pupils to reach their full potential through the provision of varied opportunities. We recognise that our history planning must allow pupils to gain a progressively deeper understanding and competency as they move through our school.

4.1.2 Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teacher's planning will ensure that children who are more-able or those with low prior attainment are catered for.

The Pupil Premium strategy outlines provision for pupils from disadvantaged backgrounds.

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

4.1.3 The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked-after children.

5. Spiritual, Moral, Social and Cultural Development

In our teaching of history, we contribute, where possible, to the children's spiritual development. We also provide children with the opportunity to discuss moral questions, or what is right and wrong, when studying each unit. Children develop self-confidence by

having opportunities to explain their views on a number of social questions, such as how society should respond to poverty and homelessness. They learn how society is made up of people from different cultures, and they start to develop tolerance and respect for others.

6. Assessment and Reporting

Teacher assessment is the basis for assessment in history. It is an ongoing process throughout the year. A number of methods will be used: observing pupils, talking with pupils, marking written work, self-assessment and peer assessment. At the end of each unit an assessment is made on Sonar by the staff who have taught the unit of work.

This, along with robust monitoring, will be used to create a picture of the teaching and learning of history throughout school,

7. Role of the Subject Leader

7.1 Monitoring and Review

The coordination and planning of the history curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in history and by providing a strategic lead and direction for this subject.
- gives the head teacher, curriculum lead and the Governing Body an annual summary report in which the history lead will highlight the strengths and weaknesses in history and indicate areas for further improvement on a subject action plan.
- collect evidence of the children's work, planning and display work and to observe history lessons across the school.

7.2 Resources

We are currently in the process of updating resources in our school, to enable quality teaching of all the history units in our sequence of learning. We keep these resources in a central store. We use library loans to ensure that we have a good supply of history topic books, as well as access to the internet to support the children's individual research.

8. Role of the Governing Body

8.1 The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

8.2 The governing body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

9. Additional Subject Information Teaching and Learning style

History teaching at St. Mary's focuses on enabling children to think as historians. We use a variety of teaching and learning styles in our history lessons. We believe in whole-class teaching methods, and we combine these with enquiry-based research activities. We encourage children to ask as well as answer questions, starting each history lesson with a

'focus question'. We place an emphasis on examining historical artefacts where possible, and primary sources. In each key stage, we give children the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognise and value the importance of stories in history teaching, and we regard this as an important way of stimulating interest in the past. We focus on helping children to understand that historical events can be interpreted in different ways, and that they should always ask searching questions, such as 'how do we know?', about information they are given.

10. Linked Policies

This policy should be read in conjunction with the following policies:

- Marking and Feedback
- Special Educational Needs and Disabilities
- Assessment
- Behaviour
- Presentation
- Pupil Premium

11. Policy Review

This policy will be reviewed annually.