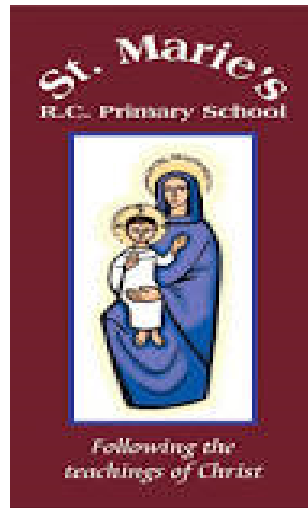


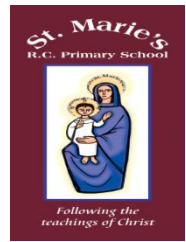


History Policy



Reviewed and Revised April 2026

St Marie's RC Primary School



Our Vision

St Marie's is proud to be a Catholic school, using the teachings of Christ as our foundations.

Within the care of Our Blessed Lady, we aim to make our school a place where children can safely learn through outstanding and innovative teaching, build on their potential, fulfil their dreams, and grow in faith and love

Our Mission

As Christ's hands and feet on earth, we will...

- Follow the teachings of Christ so that all may grow in faith.
- Recognise and value each child as a loved and unique child of God.
- Treat each person with respect, tolerance and honesty in an atmosphere of love and security.
- Celebrate, nurture and strengthen the relationship between our school family: Our school, our families, our parish and our community
- Inspire those within our care to become successful, caring members of our diverse society and transform the lives of others.

Our Intent for History

History is all around us. The study of history ignites children's curiosity about the past in Britain and the wider world. Through finding out about how and why the world, our country, culture and local community have developed over time, children understand how the past influences the present. History enables children to develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people. What they learn through history can influence their decisions about personal choices, attitudes and values. At St. Marie's RC Primary School, our intent, when teaching history, is to stimulate the children's curiosity in order for them to develop their knowledge, skills and understanding.

Aims

- To foster an interest in the past and to develop an understanding of how the past has influenced the present.
- To develop a sense of chronology so the children can organise their understanding of the past.
- To provide opportunities for investigation and learning using a wide range of sources and information.
- To develop an understanding of how to interpret primary and secondary sources.
- To distinguish between historical facts and interpretation.
- To provide opportunities for children to develop their skills of enquiry, analysis and investigation.
- To learn about key events in the history of their own country and the world.
- To organise information about past societies, making comparisons.
- To promote pupils, spiritual, moral, social and cultural development through the study of past societies.

Objectives

Early Years Foundation Stage

Understanding the World – Past and Present ELG

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- Understand the past through settings, characters and events encountered in books read in class and storytelling

Key Stages 1 and 2

Attainment Targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject Content

Key Stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should 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 should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at Key Stages 2 and 3.

Pupils should be taught about:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- Events beyond living memory that are significant nationally or globally (e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and Edith Cavell)
- Significant historical events, people and places in their own locality.

Key Stage 2

Pupils should 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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age

This could include:

- Late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae
- Bronze Age religion, technology and travel, e.g. Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture

- The Roman Empire and its impact on Britain

This could include:

- Julius Caesar's attempted invasion in 55-54 BC
- The Roman Empire by AD 42 and the power of its army
- Successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, e.g. Boudica
- "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

- Britain's settlement by Anglo-Saxons and Scots

This could include:

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversion – Canterbury, Iona and Lindisfarne

- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

This could include:

- Viking raids and invasion
- Resistance by Alfred the Great and Athelstan, first king of England
- Further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066

- A local history study

For example:

- A depth study linked to one of the British areas of study listed above
- A study over time tracing how several aspects national history are reflected in the locality (this can go beyond 1066)
- A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality

- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

For example:

- The changing power of monarchs using case studies such as John, Anne and Victoria
- Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
- The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
- A significant turning point in British history, e.g. the first railways or the Battle of Britain

- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China

- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

We strive to develop children's enquiry skills through the use of questioning and by setting the children tasks and exposing them to experiences which will help their information finding skills. Lessons may be taught as whole class sessions, group activities or individual tasks dependant on the structure of the class and content of the lesson.

A variety of approaches will be used to cater for different learning styles, visual, auditory and kinaesthetic. These will include:

- Stories
- Timelines
- Classroom displays
- Role play and drama
- Use of photographs
- Computing
- Educational visits
- Historical workshops in school

Planning

At St. Marie's RC Primary School, we teach the National Curriculum 2014 Programmes of Study for Key Stage 1 and Key Stage 2.

Nursery and Reception follow the EYFS Curriculum.

History is planned in three phases (long-term, medium-term and short-term).

The LONG-TERM PLAN maps the History topics studied during each key stage. We teach the knowledge, skills and understanding set out in the National Curriculum of 2014 through the corresponding programme of study.

MEDIUM-TERM PLANNING is outlined in the school's unit plans. It is a working document which outlines the main teaching objectives for each half term. It is developed from the National Curriculum of 2014 and takes into consideration the needs of our pupils. These plans are completed by the History Co-ordinator.

SHORT-TERM PLANNING is carried out weekly, by the class teacher. These plans include the learning objectives for the lesson, an outline of the lesson, including adaptations, the resources required and the key vocabulary. The lessons are planned using a common planning format.

Cross Curricular Links

History is taught through topics. Each half term there is an overarching topic, which very much stem from either the History or Geography Curriculum, with texts linking to and enhancing each topic. Therefore, History is an integral part of the Curriculum here at St. Marie's RC Primary

School, with the whole of our Curriculum based around it. There are firm links with most other areas of the Curriculum, particularly, English, Art, D&T, Geography and Science. Other subjects, such as R.E., Maths, P.E., Computing, Music, MFL are taught more discretely, although teachers endeavour to find opportunities to link these subjects to their half termly topic.

Teaching and Learning

History teaching focuses on enabling children to think as historians. Whenever possible, at St. Marie's, we provide children with first hand experiences and place an emphasis on examining historical artefacts, photographs and primary sources.

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 teach with a creative approach to ensure this occurs.

We focus on helping children 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 and should consider the beliefs and values of that time.

Early Years Foundation Stage

We teach History in the Nursery and Reception classes as an integral part of the topic work covered during the year. As these classes are part of the EYFS 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. In the EYFS Profile 2021, there are now very specific History ELG, within the Understanding the World area, now exclusively called Past and Present.

History and Computing

Computing is used in various ways to support the teaching of history, which include:

- Using the Internet to research
- Word processing
- Television / films
- Online streaming services e.g. iPlayer, Netflix, Prime, YouTube etc.
- Audio and visual aids
- Digital cameras
- iPads / laptops
- VR experiences

Resources

All history resources are stored centrally in the cupboard in the infant library. Resources are audited and stored in clearly labelled topic boxes, with a box for each topic taught across the school.

New resources are purchased when needed, after consultation with staff.

Assessment, Recording and Reporting

Assessment is an integral part of teaching and learning and based upon teachers' judgements of pupil attainment and progress. Assessment is built into the planning of learning experiences and clearly related to the learning outcomes. Assessment and recording begin in Foundation Stage and continue throughout the school.

FORMATIVE ASSESSMENTS are part of every lesson. Teachers use these assessments to highlight areas of concern, brief support staff and modify teaching and learning activities to improve pupil attainment.

SUMMATIVE ASSESSMENTS are compiled at the end of a unit, a half term or a year. Objectives are highlighted on assessment grids for all children and these are updated regularly, after each topic.

Both types of assessment are used when identifying the level of attainment for each child.

Reporting on a child's progress in History is a statutory requirement. An annual report relating to their child's progress in History will be sent to parents.

Special Education Needs and Disabilities

Schools have a responsibility to provide a broad and balanced curriculum for all pupils. The statutory inclusion statement outlines how teachers can adapt and modify as necessary to provide all pupils with relevant and appropriately challenging work at each Key Stage. It sets out three principles that are essential to developing a more inclusive curriculum.

- Setting suitable learning challenges
- Responding to pupil's diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

We aim to encourage all pupils to reach their full potential through the provision of varied opportunities and differentiated lessons. Through the teaching of History we aim to develop awareness of ethnic, cultural and economic diversity of human society and to foster positive attitudes to all people. Care is taken when selecting source material that a range of perspectives and viewpoints are represented including those of men and women from different racial, national and religious groups. Care is taken that societies are not just represented from the British perspective but also from their own. The importance of the pupils own cultural background is recognised as a resource which may give an alternative perspective on events of the past as well as the present. The History co-ordinator will liaise with the SENCO to ensure that the children with SEND achieve their full potential in History lessons and activities.

Home School Links

Partnership with parents is a key part of our school ethos. We encourage all of our parents to play an active role in their child's education and recognise the importance they play in this. We have excellent dialogue with our parents. They:

- Attend twice yearly parent's evenings
- Have the opportunity to look at all the children's books
- Receive written annual reports, with accurate assessments

In addition, we have an open door policy, where parents can discuss any concerns with teachers and we actively encourage them to help at home with their homework.

Educational Visits and Workshops

Educational visits to places of historical value will be used to support the pupils' work in History. We will also invite visitors into school to carry out historical workshops and activities with the children. This may be based on a particular topic for a particular class, or a whole school event. The learning process will be based on direct experience and practical activities and will take into account the pupils' own interests, experiences and activities.

Roles and Responsibilities

The History co-ordinators role is to:

- Prepare and review policy documents, curriculum plans and schemes of work for History
- Encourage staff to provide effective learning opportunities for all pupils, to develop valid activities appropriate for all pupils at different stages of development and which enables pupils to progress in History
- Help colleagues develop their subject expertise and organise and monitor their professional development
- Collect, evaluate and inform staff of all resources
- Ensure standard formats for assessment and monitoring are being used
- Provide annual subject action plans including costings and priorities which help inform the school development plan
- Organise and advise on the contribution of History to other curriculum areas including cross curricular
- Help with the monitoring and evaluation of the effectiveness of History within the school

The class teacher's role is to:

- Ensure coverage of History for their Year Group / Key Stage.
- Inform the subject leader of any resources needed to deliver the units before they arise in the curriculum.
- Plan and deliver lessons (adapted where necessary) to appeal to all learners to enthuse as well as educate the children in their class.

Elizabeth Hodgson
History Co-ordinator

Reviewed: April 2026