

History Policy

St.Thomas More's Catholic Primary School



Approved by the Governing Body:

Autumn 2025

Next Review:

Autumn 2027

Our Mission Statement.

With Jesus we walk together to love, live and to learn.

There are four main purposes to this policy:

- **To establish an entitlement for all pupils;**
- **To establish expectations for teachers of this subject;**
- **To promote continuity and coherence across the school;**
- **To state the school's approaches to this subject in order to promote a clear understanding of the curriculum.**

Introduction

The importance of History to the curriculum.

History is all about people. The study of people of different types from different times and different places is the most important aspect of our work.

History fires pupils' curiosity about the past in Britain and the wider world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, pupils develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience, and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values.

In History, pupils find evidence, weigh it up and reach their own conclusions. To do this, they need to be able to research, sift through evidence, and argue for their point of view - skills that are prized in adult life.

The aims of history and how these contribute to the school's aims

The school aims to:

- Enable pupils to understand how and why people behave as they do now;
- Enable them to understand themselves;
- Give them the confidence and ability to try to improve themselves and their world;
- Help them to develop a sense of responsibility for the world in which later generations will live;
- Enable them to ask and answer significant questions;
- Enable them to think for themselves and to reach fair and rational conclusions about complex human situations;
- Inspire in them a lasting interest in, and enjoyment of, learning about the past.

To fulfil these aims, it is expected that the teachers at both key stages have a secure subject knowledge so that they can organise suitable activities which develop the pupils' knowledge, understanding and skills. Through these activities it is expected that pupils:

- Develop a sense of time (chronology), recognising how time is measured and that some things change and some things stay the same;
- Investigate how and why events happen and how they may be linked;
- Consider what it was like to live in different periods and what motivated the people who lived then - and that we cannot think in the way they thought;
- Recognise that there are some things we can never know about the past and that History has to be constructed from the bits of the past that have survived;
- understand that people interpret the past differently and use different ways to present their ideas;
- Make thoughtful use of a variety of sources to find out about the past;
- Communicate their ideas in a variety of ways and with clarity and independence.

Foundation Stage.

Pupils are introduced to History being about the past. Pupils look at their own everyday lives and family to investigate the past.

Key Stage 1

Pupils learn about their own lives, about their families and friends in the recent past and about people and events from the more distant past. Some events selected for study may start to prepare the way for a better, deeper understanding of the same or similar periods at Key Stage 2. The Skills covered will be revisited and extended upon as the children progress through the School from EYFS -YR2 (And then on to YR 6.)

Key Stage 2

Pupils work on all the areas of study identified in the National Curriculum 2014, including both changes in Britain from the Stone Age to the Iron Age, The Roman Empire, The Vikings and Anglo-Saxons, and British History Mayan History. Teachers make references back to skills learnt, and draw upon pupils' learning at Key Stage 1.

Teaching and learning

In line with the school's teaching and learning policy, in history teachers:

- Start from pupils' own experiences, interests and prior learning;
- Revisit and build on pupils' prior knowledge, understanding and skills;
- Organise learning around questions that engage and challenge all pupils;

- Make it clear what and how pupils are expected to learn and what they are expected to improve;
- Give clear explanations using relevant examples and analogies;
- Use a wide variety of resources and approaches;
- Encourage pupils to think for themselves;
- Show pupils how to communicate their findings in a variety of ways;
- Show pupils how to connect what they learn in history with other subjects;
- Encourage pupils to enjoy and engage in "doing" history;
- Be reflective about their teaching and the impact that it has on the pupils' acquisition of historical knowledge, understanding and skills.

The contribution of history to other subjects in the curriculum.

At St. Thomas More's we use a cross curricular way of teaching therefore including History where appropriate within all areas of the Curriculum. Children are still reminded that History is a study of the past.

Literacy

Work in history provides opportunities for pupils to apply their language and literacy skills. These opportunities are identified in medium-term planning and teachers exploit them fully in lessons. In Foundation and Key Stage 1 pupils are expected to extend their technical vocabulary, talk about what they see and read and communicate this in different ways. They are expected to attempt to provide reasons and explanations. At Key Stage 2 pupils are expected to use vocabulary about life in the past but also about the processes of finding out about the past. They are expected to use and develop their library and research skills in order to locate information. They are expected to organise their findings and present them to different audiences and different purposes and evaluate the reliability of the sources they use.

ICT

- Pupils in Foundation, Key Stage 1 and 2 should use ICT-based sources as part of their historical enquiry.

Citizenship and personal, social and health education

History helps pupils to think for themselves, and to respect diversity. It can help pupils to understand how individuals in situations of power can affect and change History.

Continuity and progression

To ensure that pupils build a coherent sense of the past:

- Links are made to earlier learning by asking questions that connect to previous learning. ie "Do you remember when we ...?", "This is rather like ...";
- Connections are explicitly taught, pre-teaching includes opportunities for learning to extend into further historical context.
- We show progression in how pupils' thinking and responses develop from simple assertions using description to explanation and analysis;
- Pupils will blend skills more effectively as they progress through their learning: by calling on their broader knowledge base; using more careful investigations of a range of sources to delve more deeply; and to communicate their findings in well-structured writing.

Inclusion

To ensure that pupils of all abilities make worthwhile progress in history:

- All pupils tackle the same core enquiry questions.
- Teachers provide adaptive teaching to allow all pupils to access learning.
- Teachers should challenge higher-attaining pupils by expecting them to interrogate more demanding sources, by expecting them to work with greater independence and by raising expectations about how they might communicate their ideas;
- Teachers use a range of teaching styles in each lesson in order to match the range of learning styles represented in a typical class.

Organisation

All classes are mixed ability and are taught by their class teacher. Lessons are planned from the relevant units of work.

The learning environment:

When the pupils are working on a unit of work they should have good access to a relevant and appropriate timeline for the period of time under study.

Displays around the school and in classrooms should provide equal opportunities, for celebrating pupils' achievements, providing information that stimulates pupils' interest and providing information about the work in hand.

Extra-Curricular activities and out of school opportunities

There are fieldwork opportunities with visits attached to units of work. These are supported by visitors coming to the school to lead workshops.

Safe Practice

All staff adhere to the school's health and safety policy and particular note must be taken of the policy relating to safe practice on visits/fieldwork.

Learning resources

To make effective use of resources:

planning includes expectations for pupils to use a variety of resources across the school, including artefacts, posters, textbooks, newspapers, paintings, documents, slides, videos, ICT, visitors and historical sites, DVD's. We have recently introduced Kapow as a new online resource to enhance teaching and learning across the school.

Resources

Most History equipment is kept in a central resource area. Children are given instructions in the safe and considerate use of resources, including taking care with consumables and materials which are not easy to store.

Enrichment Activities

At St.Thomas More's we believe that to bring History alive in the imagination of the pupils we can:

- Visit Museums
- Organise People to visit the school.
- Have Theatre Groups visiting.
- Have Reenactment Days.
- Use music, dance and drama wherever possible.
- Organise in house History Days for the Whole School.
- We also have a residential trip.

Equal Opportunities

All pupils are entitled to equal opportunity to achieve and progress in History, irrespective of race, gender, social and economic circumstance or ability. Suitable learning challenges should be set and attention should be given to the choice of texts and other resources used.

Assessment and recording.

At St.Thomas More's we use a wide range of assessment strategies such as:

- Observing pupils at work, questioning, talking to them and examining work produced by them.

- Teachers continually monitor and record progress in learning in History which can be of used in preparing the annual report.

How the subject is monitored and evaluated.

The Subject leader will be allowed time to visit classes and support and review History teaching throughout the whole school.

We work as a team and discuss prior and intended learning when needed.

Review.

This policy will be reviewed Autumn 2027