

St. Peter's Catholic Primary School

part of the wider Christus Trust, Multi Academy Trust



Mission Statement

Loving and learning together, with Jesus

History Policy

Policy Ref No	CUR021
Date of Policy	March 2025
Review date	March 2027

Intent

A rich and broad curriculum that develops the children's knowledge and skills, inspiring them through a journey of creativity, discovery and curiosity where everyone is equally respected and valued, equipping the children as independent, resilient, life-long learners.

Purpose

In History, we follow the National Curriculum for History and develop the children's knowledge and skills in line with the school's vision for a knowledge and skills based curriculum.

We inspire creativity through a topic based approach that incorporates other curriculum areas.

We encourage discovery through children asking perceptive questions, thinking critically and sifting through arguments.

We foster a curiosity by providing a Wow! activity at the start of each new topic and engaging lessons throughout the topic.

We develop independence by offering a child-centred approach to studying history and opportunities to consider their own identity when learning about the past.

We instil resilience by helping pupils to understand the complexity of people's lives, the process of change and the challenges faced in our time.

As a result, the children respect and value the diversity of societies and the relationships between different groups as well as developing a coherent knowledge and understanding of Britain's past and the wider world. Our children are becoming Lifelong learners.

Teaching and Learning

History forms part of our school curriculum which aims to provide a broad and balanced education for all children. When teaching History, all staff will provide learning opportunities that are matched to the needs of all children. By using a variety of methods, teaching will engage children and in doing so, further their learning and development of historical skills and curiosity.

Inclusion

All members of staff at St Peter's Catholic Primary School set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging learning for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

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.

Roles and Responsibilities

- **Subject leader**
The subject leader will aim to keep up to date with the teaching and monitoring of History and provide a point of contact for other members of staff. The subject leader will also attempt to enthuse staff and raise the profile of History teaching within the school.

- **Class Teacher**

The class teacher will ensure that adequate time is allocated within the timetable for the teaching of History in order to cover the requirements of the National Curriculum, as specified in the long term planning for that year group and to ensure links are made with SMSC and British values. The class teacher will monitor children's progress against the National Curriculum requirements.

Assessment

At St Peter's, assessments are made in line with the school assessment policy. Teachers use effective assessment for learning to ensure planning is based on prior attainment. Effective verbal feedback is used to move the pupil's learning on within lessons. The subject leader will regularly assess and monitor the teaching and learning of History in each year group through talking with pupils and viewing; children's books, class displays and year group plans.

In-line with other Foundation subjects, History assessment encompasses differentiated expectations for children's achievements at the end of each unit.

1. The majority of pupils will attain a Secure judgement.
2. Some children will not have made so much progress and will attain a Within or Beginning judgement.
3. Some children will have progressed further and will attain a Secure +/Greater Depth judgement.
4. For those children who are recorded as being on the SEN register or those children achieving lower outcomes than the programmes of study and skills apportioned to their particular year group, judgements can be made against previous year's programmes of studies or current EYFS programmes of study.

In addition to this, Programmes of Study for each year group, alongside the Skills Progression are referred to when making overall judgements at the end of the year. This data is added to Target Tracker, termly.

This policy links to the Assessment policy.

Resources

Resources for teaching History will be audited by the subject leader each year. Any loss or damage to resources must be reported to the subject leader as soon as possible. Any request for resources should be emailed to the subject leader, and if agreed, the subject leader will add this to their annual bid request.

Monitoring and Evaluation of the Policy

The policy will be regularly monitored and any necessary changes will be reported to the Curriculum Committee.