

Pray, Learn, Achieve and Celebrate Together



History Policy

*The Lord commands,
"Remember your history, your long and rich history."
Isaiah 46:9*

Review Date: July 2026

History Policy

School Mission Statement:

Pray, Learn, Achieve and Celebrate Together

St Gabriel's Catholic Primary School is a nurturing and inclusive community, united through the love of Jesus and inspired by Christian values to share the Good News.

A new commandment I give unto you: that you love one another as I have loved you." John 13:34 Our Mission will be fulfilled through the line in our school prayer: "Treat others as you would like to be treated yourself," and the promotion of Our Core Values:

- Respect - We respect others and their property.
- Love - We are kind, caring and helpful; we think about others and do not hurt other people's feelings.
- Forgiveness - We ask for forgiveness when we have done something wrong and we do not hold grudges.
- Honesty - We are honest and never hide the truth.
- Courage - We show courage when things are difficult and keep on trying.
- Effort- We work hard and do not waste time.
- Responsibility - We take responsibility for our own actions.

History National Curriculum Aims:

The National Curriculum for History aims to ensure that all pupils:

- Know and understand the History of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- Know and understand significant aspects of the History of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts,

analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses

- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international History; between cultural, economic, military, political, religious and social History; and between short- and long-term timescales.

Curriculum Intent:

The National Curriculum states that ‘a high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past.’

Our aim at St Gabriel’s is to encourage pupils to develop an appreciation and understanding of Britain’s past (including that of our local area) and that of the wider World. Our curriculum encourages pupils to think like historians by asking and answering questions about the past, using a variety of sources to give them an insight into how people around the world used to live and understanding why these interpretations may differ. They will gain an understanding of historical skills: continuity and change, cause and consequence, similarity and difference and significance (disciplinary knowledge) and be taught to make links between areas of learning by revisiting recurring historical themes (substantive knowledge). The aim of this is to develop engaged, motivated and curious learners who have pride in where they live and who can reflect on the past and make meaningful links to the present day, turning facts into an historical narrative.

Impact Statement:

At St Gabriel’s, our clearly established layers of planning and documentation have increased staff knowledge of the sequencing of lessons, the progression of historical skills and the core knowledge and vocabulary to be taught, which has in turn impacted on teaching and learning, in school. We have developed a curriculum in which children can learn the knowledge and skills of being an historian that are built on year on year and are progressive. The implementation of an enquiry question which is broken down into subsidiary questions, alongside the progression of historical interpretation allows children to ask questions and to develop their curiosity about the past. The strong links in planning to local History have enhanced children’s understanding of the past of the local area and how it fits into the wider picture of British and World History, allowing them to develop a sense of pride in where they come from. Trips and visitors have enhanced children’s classroom

learning through being able to examine real artefacts and bringing the stories of people throughout History to life as well as experiencing environments beyond the local area – this enhances their cultural capital and knowledge of the world beyond their local area.

Implementation

St Gabriel's History curriculum has been designed to cover all of the skills, knowledge and understanding as set out in the National Curriculum.

Planning

Our History curriculum is organised over a two year cycle in a progression model that outlines the skills, knowledge and vocabulary to be taught in a sequentially coherent way: Chronological Understanding; Knowledge & Understanding of Events in the Past; Historical Enquiry; Historical Interpretation; Organisation and Communication are all mapped out to ensure that pupils build on secure prior knowledge. When covering each of these strands, the content will be carefully organised through a Long Term Plan.

Recurring concepts/themes are also mapped out on the Long Term Plan: Food and Farming, Beliefs, Settlements, Culture and Pastimes, Travel and Exploration, Conflict, Society and Location. These are used as a starting point when planning an enquiry.

Content knowledge, vocabulary and skills will then be planned for in a greater level of detail in the Medium Term Plan, where appropriate cross-curricular links are made to strengthen connections and understanding for pupils.

Teaching

Knowledge organisers will be introduced to the children at the beginning of a topic and left on display so that they can be used as a support for planning and to support children in retaining new facts and vocabulary in their long term memory.

All learning will start by placing the time period on a timeline and by making links to previous areas studied.

Pupils will be introduced to an enquiry question which is broken down into sub-questions to investigate using historical skills.

Staff will model explicitly the subject-specific vocabulary, knowledge and skills relevant to the learning to allow pupils to integrate new knowledge into larger concepts. This will be made explicit in lessons to support children in the recall of previous learning, making meaningful links between the areas studied and to support them in creating an historical narrative.

Learning walls in every classroom will provide constant scaffolding for children. Core vocabulary is displayed on the learning wall along with key facts and questions, knowledge organisers and model exemplars of the work being taught. Visual prompts for the concepts and skills to be taught in the lesson are on display and should be referred to, enabling pupils to make strong connections with prior learning and to aid their understanding of the historical skill they are using.

Where possible, a Local History focus will be mapped into the History schemes of work to enable to pupils to appreciate the History of Leigh and to develop a sense of pride in where they live.

Our young historians will be given a variety of experiences both in and out of the classroom, where appropriate, to create memorable learning opportunities and to further support and develop their understanding.

Inclusion and Equal Opportunities:

- At St Gabriel's, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language and we take all reasonable steps to achieve this. This is in accordance with the school's curriculum policy of providing a broad and balanced education to all children.
- We recognise that we have children of differing abilities in History and we seek to provide suitable learning opportunities by adapting the challenge of the task to the child's ability. We achieve this in a range of ways:
 - i. Setting tasks which can have a variety of responses.
 - ii. Grouping children by ability and setting different tasks for each ability group.
 - iii. Providing resources of different complexity depending on the ability of the child.
 - iv. Using Teaching Assistants to support children individually or in groups.
 - v. Organising children in such a way that they receive support from their peers
 - vi. Providing word mats, prompts or other scaffolds for learning
- We enable all pupils to have access to the full range of activities involved in learning History. Where children are to participate in activities outside the classroom, for examples, a visit to a museum, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Cross Curricular Links

Where possible, we draw upon skills in Literacy, Mathematics, Geography, Computing, Art, Science and Design Technology, enabling learning to be more meaningful for children.

British Values:

- Through the study of British History, pupils at our school are taught to understand the different periods in our History in a chronological order.
- This takes place in both KS1 and KS2 with cross curricular topic work linked to the study of specific periods in British History which underpins notions of our shared heritage, values and traditions.
- They also discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognise and challenge stereotypes and to appreciate that racism is a harmful aspect of society.
- They learn how society is made up of people with differing heritage and they start to develop tolerance and respect for others.

Resources:

The resources and artefacts for History are kept in organised labelled topic boxes in the resource cupboard. We have access to the Wigan Archives to support our learning about local History.

Assessment and Reporting in History:

- History assessment is an ongoing monitoring of children's understanding, knowledge and skills by the class teacher, throughout a unit of work, against both Historical Knowledge and Understanding as well as Historical Skills: Chronology, Historical Enquiry and Historical Interpretation. This assessment is then used to inform teachers with their planning, lesson activities and adaptations.
- Children are given written or verbal feedback to help guide his or her progress, in line with the school's Feedback Policy.
- The progress and development of pupils within the EYFS is assessed against the early learning goals outlined in the 'Statutory Framework for the Early Years Foundation Stage'.
- The progress and development of pupils within KS1 and KS2 is assessed against the descriptors outlined in the National Curriculum.
- Summative assessments are completed at the end of each unit of work to inform the class teacher and subject leader of progress or skills and knowledge still to be embedded. This enables the teacher to plan for additional opportunities to address misconceptions or to further embed historical skills. This information is recorded and passed on to the next teacher and subject leader using the school's tracking document

- Parents will be provided with an annual report in the Summer Term which will inform them of their child's attainment in History. Verbal reports will be provided at parents evening.
- History is also monitored by the subject leader throughout the year in the form of book monitoring, looking at outcomes and through pupil voice to discuss pupil's learning and understanding and establish the impact of the teaching taking place.

Staff Roles and Responsibilities in History:

The SLT and Governing body are responsible for approving and monitoring this policy

Subject Leader responsibilities:

- Providing leadership and direction for History throughout school
- Producing LTP
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Monitoring pupil progress in your subject and report to SLT and Governors.
- Providing efficient resource management.
- Ensuring the curriculum is inclusive and accessible to all
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
 - Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Making any necessary adjustments to the curriculum where required.
- Develop annual action plans considering areas for improvement to raise standards in History.
 - Keeping up-to-date with any relevant statutory updates and taking action where required.
- Creating and maintaining an up-to-date curriculum intent statement.
- Ensuring the curriculum is created in accordance with this policy.
- Updating and maintaining this policy.

Legal framework

This policy has due regard to all relevant statutory and good practice guidance including, but not limited to, the following:

- The Education Act 2002
- The Children Act 2004
- The Equality Act 2010
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'The national curriculum in England'
- DfE (2017) 'Statutory framework for the early years foundation stage'
- Ofsted (2019) 'School inspection handbook'

This policy operates in conjunction with the following school policies:

'Teaching and Learning Policy'

'Assessment Policy'

'Feedback Policy'

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