



**Our Lady and St Philomena's Catholic Primary School**  
**History Policy**

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| Approved by:        | Governing Body | Date: September 2024 |
| Last reviewed:      | September 2024 |                      |
| Next review due by: | September 2025 |                      |

## RATIONALE

The aims for our history curriculum are to ensure that pupils *realise that historians are explorers of the past who investigate past politics, societies, cultures, languages, health, art, education, money, conflicts and look at how things have developed over time and connect events to understand how we got where we are today.* Our History Curriculum will enable our pupils to: develop a chronological understanding; gain knowledge of and be able to interpret past events; develop skills of historical enquiry; and organise, evaluate and communicate information.

## Curriculum Intent

At Our Lady and St Philomena's Primary School, the intent of History education is to stimulate 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. Also, by thinking about how people lived in the past, children consider their own personal choices, attitudes and values.

## Curriculum Implementaion

Our aim is to provide a History curriculum that is designed to balance acquiring a broad and deep knowledge alongside opportunities to develop and apply historical skills. The Kapow Primary Scheme is used to plan and teach history sessions; ensuring full coverage of the National Curriculum. Each session identifies clearly the skills and knowledge to be taught which enables progression, both throughout the year, as well as throughout the school. Children develop and apply progressive historical skills, for example, by finding evidence, weighing it up and reaching their own conclusions. To do this successfully, as historians, children learn to: research, interpret evidence (including primary and secondary sources), and argue for their point of view. Experience days and / or historical trips enthuse children and enhance their understanding of the past.

## Curriculum Impact

Learning in History will be enjoyed across the school and children will develop:

- A secure knowledge and understanding of people, events and contexts from the historical periods studied.
- The ability to think critically about history and communicate confidently in styles appropriate to a range of audiences.



- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- A sense of curiosity about the past and an understanding of how and why people interpret the past in different ways.

The impact of the history curriculum at Our Lady and St Philomena's Primary School is assessed through subject specific monitoring and participation in the deep dive process. Accompanying evidence is provided through pupil interviews, lesson visits, teachers questionnaires, learning walks and the analysis of data.

Our history curriculum will help our pupils realise that there are many careers that you can pursue today with a further education qualification in history such as:

- law;
- politics;
- public sector;
- business, marketing;
- journalism;
- economics;
- teaching and academia;
- insurance;
- social research;
- archaeology;
- and curation (museums, galleries, archives and libraries).

## THE OBJECTIVES OF HISTORY

### Aims

The aims of history are:

- To instil in the children a curiosity and understanding of events, places and people in a variety of times and environments.
- To develop an interest in the past and an appreciation of human achievements and aspirations
- To understand the values of our society
- To learn about the major issues and events in the history of our own country and of the world and how these events may have influenced one another
- To develop a knowledge of chronology within which the children can organise their understanding of the past
- To understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours
- To understand the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials



- To distinguish between historical facts and the interpretation of those facts
- To understand that events have a multiplicity of causes and that historical explanation is provisional, debatable and sometimes controversial

## **Early Years**

History is taught in Early Years as an integral part of the topic work through child-initiated and adult led activities. The children are given the opportunity to find out about past and present events in their own lives, and those of their families and other people they know. In the Foundation stage history makes a significant contribution to developing a child's understanding of the world through activities such as looking at pictures of famous people in history or discovering the meaning of new and old in relation to their own lives.

## **HISTORY CURRICULUM PLANNING**

The history curriculum is reviewed annually, through Kapow History topics are planned to ensure we meet at least national curriculum but also provide a broad and balanced curriculum with links to the local area. Teachers will adapt lessons to suit the needs of each cohort and will make as many links to our children's experiences as much as possible.

Teachers will facilitate individual lessons to specific learning objectives and continue to revisit previous learning before moving on. The learning objectives are shared with the children explicitly both in lessons and using the foundation subject display board in classrooms. It is important that the children can see the journey of the learning throughout the topic.

Activities are planned to build on previous learning to give every pupil the opportunity to develop their skills, knowledge and understanding of history, make progress and face an increasing challenge in the subject as they move through year groups.

## **ASSESSMENT**

Teachers assess pupils by observing them during lessons and intervene to address misconceptions at the earliest opportunity. Our marking policy means teachers can 'walk the room' and work with individual students as the lesson progresses. At the end of each lesson teaching staff will make an assessment if that student has met the learning objective. This is tracked throughout the topic and used to inform the end of term assessment. Alongside this assessments linked to geography take place throughout the academic year, and children are assessed against age-related expectations by their class teacher. The results of these assessments are recorded and used to inform judgements linked to attainment and progress, and assessments linked to age related expectations are shared with parents/carers in the end of year report.

***This policy will be reviewed annually.***