

# **ST JOSEPH'S CATHOLIC PRIMARY SCHOOL**



## **HISTORY POLICY**

**Reviewed: September 2025**  
**To be reviewed: September 2027**

## **HISTORY AT ST JOSEPH'S**

This History Policy aims to outline our comprehensive approach to teaching History at St Joseph's, in accordance with the 2014 National Curriculum in England, and to uphold the expectations set by Ofsted. Our commitment is to ensure that all learners develop a strong understanding of History concepts, foster a positive attitude towards learning, and achieve their full potential in History.

## **VISION STATEMENT**

Our vision is to provide a rich and engaging History curriculum that inspires curiosity, deepens understanding of the past, and helps children make meaningful connections between historical events and the world they live in today. At St Joseph's, we aim to develop thoughtful, reflective learners who appreciate the complexity of human experiences across time and cultures.

## **INTENT**

We believe that all children should have:

- A secure understanding of chronology and historical context.
- Opportunities to explore significant events, people, and periods from local, national, and global history.
- The ability to ask questions, think critically, and use evidence to form reasoned conclusions.
- An appreciation of how history shapes identity, society, and values.

Our History curriculum aims to ensure that all children:

- Develop a coherent knowledge and understanding of the history of our school and local area, Britain's past and that of the wider world.
- Learn to think like historians by using sources, interpreting evidence, and considering different viewpoints.
- Understand the historical concepts such of cause and consequence, change and continuity, similarity and difference, historical significance, sources and evidence and historical interpretations.
- Communicate their understanding in a variety of ways, including discussion, writing, and creative expression.

## **IMPLEMENTATION**

- History is taught through carefully sequenced units that build chronological understanding and historical enquiry skills.
- Lessons are enriched with artefacts, primary sources, storytelling, drama, and visits to historical sites to bring the past to life.
- Children use timelines, maps, and historical vocabulary to support their learning and contextual understanding.

- Retrieval practice is embedded through regular revisiting of key facts, concepts, and vocabulary to strengthen long-term memory and deepen understanding.
- Teachers assess learning through questioning, discussion, written outcomes, and pupil reflections.

### **IMPACT**

- Children demonstrate a secure understanding of key historical events, periods, and significant individuals.
- Pupils use appropriate historical vocabulary to discuss and explain their learning.
- They show the ability to think critically about sources and interpretations of the past.
- Children make meaningful connections across time and cultures, developing a broad perspective.
- Pupil voice and assessment evidence indicate that children enjoy history and are engaged in their learning.
- Learners leave St Joseph's with the skills to ask thoughtful questions, analyse evidence, and understand how history shapes the present and future.

### **ASSESSMENT**

Assessment happens on a variety of levels and is used to inform teachers, SLT and Governors on pupil attainment and progress.

#### **Formative Assessment**

- This happens in every lesson through teacher observations and questioning. Misconceptions and gaps are then addressed as quickly as possible (in the lesson) so that children are prepared for the next lesson and any new learning (circulate, assess and amend).

#### **Summative Assessment**

- In year 1-6, children are assessed at the end of each unit. When each unit is completed, children undertake an end of unit assessment which informs the teacher of each child's understanding of that topic; this will then inform any future interventions which are needed to ensure the children have understood a concept. Assessments are planned for by the teacher and can be complete in a variety of different ways such as concept mapping, timeline creation, discussion (e.g. pick a post-it), writing (e.g. a historical report or diary entry), a creative piece of work (e.g. model, poster or presentation) or quizzes
- The subject lead along with SLT, will have an overview of this whole school data to track the progress and attainment of cohorts which allows for analysis of strengths and areas of development across classes.

#### **Reporting**

- Class Curriculum Maps are shared with parents online via our school website.
- We provide regular feedback to parents through parents' evenings, consultations and a written reports at the end of the year for individual attainment and effort.

### **MARKING**

Marking in History at St Joseph's is used to acknowledge achievement, guide improvement, and support pupils in further developing historical thinking. Teachers provide feedback that highlights strengths in historical understanding, use of vocabulary, and enquiry skills, while identifying next steps to deepen learning. Marking may include written comments, verbal feedback, and peer/self-assessment. Marking is linked to the learning objective of each lesson.

### **CONTINUOUS IMPROVEMENT**

We conduct regular reviews of teaching practices and curriculum implementation, including seeking feedback from staff, pupils, and parents to identify areas for improvement. We evaluate pupil performance data to inform strategic decisions about curriculum delivery and resource allocation. Findings are discussed with the Senior Management Team and the staff and then reported to the Governors through the Curriculum Committee.