



[History Policy](#)

[Mission Statement:](#)

St Mary's is a welcoming school who: learn together; live out Catholic values; celebrate all achievement and believe all is possible in Christ's hands.

[Intent](#)

From their first day to their last at St. Mary's we support our children on a journey of learning and faith.

In learning, we want our children, by the time they leave our school: to be numerate and literate, to have received their full entitlement in all areas of the curriculum, and to have opportunities to succeed in areas of particular interest to them.

At St. Mary's we want to ensure all children develop a love of learning for History; that all children make progress from their individual starting points. We want our children to be inspired by the teaching of History, think about the past and act like historians. By linking learning to a range of topics, children have opportunities to develop enquiry skills; investigate and interpret the past, making connections and comparisons between different time periods; understand chronology, build an overview of Britain's past as well as that of the wider world, and to be able to communicate historically.

The 2014 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.

As children progress through KS1 and KS2 we want them to:

- gain a coherent knowledge and understanding of Britain's past and that of the wider world by inspiring pupils' curiosity to know more about the past.
- ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

- understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Implementation

History Curriculum:

At St Mary's we strive to ensure pupils experience high quality History learning. The content and principles underpinning the history curriculum are taken from the 2014 National Curriculum. We use the National Curriculum Programmes of study to guide us on the content and focus of each objective to inform our curriculum, as well as using on-line resources, such as BBC History for schools and the History Association website. These units are enriched by cross-curricular work when appropriate, for example whole school Remembrance Day project, incorporating English, art, drama and Geography.

Children at St. Mary's also learn through enquiry based learning opportunities to gain a greater understanding of people and communities within our local area. This is enriched through our access to Astley Hall, Astley Park War Memorial, Chorley cemetery and Chorley library archives.

The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in reception to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year. This will be taught through topic specific to EYFS and children's interests.

In Key stage 1 and 2, History is taught for an hour per week, often during alternate half terms, topic dependent (see LTP).

Roles and Responsibilities

The History Subject Leader will:

- Establish a secure profile of History in school.
- Manage the implementation of the school policy, updating the policy and scheme of work on a regular basis in line with new initiatives
- Order, update and allocate appropriate and sufficient resources
- Model high quality teaching of History
- Identify needs and arrange INSET so that all staff are confident in teaching and assessing History
- Keep abreast of new developments and communicate these to staff
- Take an overview of the whole school planning to ensure that there is continuity and progression between year groups and learning is effectively planned for
- Attend appropriate courses and maintain links with the Lancashire advisory team
- Monitor and evaluate standards in teaching and learning in History eg: looking at pupils' work in books, on displays and conduct pupil interviews
- Use assessment and monitoring of History to inform future planning
- Update school Development Plan on an annual basis to maintain and raise standards
- Assist colleagues in the planning and delivering of lessons
- Report to governors
- Identify opportunities for History in the wider school curriculum.

The class teachers will:

- Plan and deliver History lessons as appropriate to their class
- Assess the work and progress of pupils and communicate to the subject leader
- Report the progress and achievements of pupils to parents.

Impact

Assessment, Record Keeping and Reporting:

To ensure children make progress and meet age-related expectations, continuous assessment takes place throughout the planning, teaching and learning cycle. Teachers use questioning and marking to inform next steps in order to move children on in their learning. Children's' attainment and progress is reported to parents throughout the school year during our two parents evening and school report.

Termly book monitoring and pupil interviews give the subject leader a clear overview of standards in History across the school.

Review:

The subject leader will review the policy annually. Policy written 2019

Reviewed June 2021

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