

St. Oswald's Catholic Primary School History Policy 2025/26

Written by: Mrs Gill - History leader



St. Oswald's Catholic Primary School

History Policy – September 2021

Love Jesus, Love Learning, Love Each Other

As a school we ensure that all children and staff are treated fairly and equally. All children have equal rights to access all areas of the curriculum, regardless of race, gender and disability. Within this subject area, the SLT and all staff endeavour to provide the appropriate provision for this to occur. We ensure that every child can access our history curriculum by providing clear adaptations and support. Lessons are carefully planned with visual timelines, simplified language, and structured steps to develop skills in historical enquiry and understanding chronology. We use concrete resources such as artefacts and images, offer sentence starters/stem sentences, and provide oral response options to reduce barriers. Tasks are broken into manageable chunks, with additional scaffolds like colour-coded timelines and word banks. These strategies help all learners, including those with SEND, to engage fully and succeed in history. This policy follows the guidelines and practices that are stated and outlined in St. Oswald's Equality Scheme.

INTENT

At St Oswald's we shape our history curriculum to ensure it is fully inclusive to every child. Our aims are to fulfil the requirements of the National Curriculum for History; providing a broad, balanced and differentiated curriculum that encompasses the British Values throughout; ensuring the progressive development of historical concepts, knowledge and skills; and for the children to study life in the past.

At St Oswald's', we aim for a high-quality history curriculum which should inspire in pupils a curiosity and fascination about Britain's past and that of the wider world. Our teaching equips pupils with knowledge about the history of Britain and how it has influenced and been influenced by the wider world; know and understand about significant aspects of the history of the wider world like ancient civilisations and empires; changes in living memory and beyond living memory; learn about the lives of significant people of the past; understand the methods of historical enquiry and be able to ask and answer questions. We want children to enjoy and love learning about history by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits.

IMPLEMENTATION

In ensuring high standards of teaching and learning in history, we have implemented a curriculum that is progressive throughout the whole school. History is taught separately, focusing on knowledge and skills following the National Curriculum. We have developed long term plans and medium term plans using schemes of work from the Historical Association and other schemes to aid our planning that has a focus on what knowledge the children need to know about that topic, which also include a range of activities that would be more suitable for SEND children to cover the learning intention. At St Oswald's we ensure

that history has the same importance given to it as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences. For example, using the local area to look at how buildings have changed in Key Stage 1, to comparing the similarities and differences in environments and communities in Lower Key Stage 2.

History is taught in blocks, in phases throughout the year, so that children achieve depth in their learning. The subject lead has identified the key knowledge, skills and language of each topic and consideration has been given to ensure progression across topics throughout each phase across the school, to ensure coverage of the national curriculum. By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They will be able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history.

Cross-curricular outcomes in history are specifically planned for, with strong links between the history curriculum and literacy lessons enabling further contextual learning. The texts used in English frequently provide a solid context for the teaching of history. The local area is also fully utilised to achieve the desired outcomes, with opportunities for learning outside the classroom embedded in practice. Planning is informed by and aligned with the National Curriculum. In addition, staff plan through a rich text based literacy curriculum, however, teachers lesson design is not limited by this and is informed by national agencies, including the Historical Association, of which the school is a member and other schemes of work related to our Medium term plans such as Oxford History and Oak National. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion. Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge. At St Oswald's we build upon the learning and skill development of the previous years. In key stage two we will start each new unit with a chronology lesson to retrieve previous knowledge of units and where they sit on a timeline. Each lesson will start with a quick retrieval of previous learning and vocabulary. As the children's knowledge and understanding increases, they become increasingly confident in their growing ability to link and to compare historical events. At St Oswald's we maintain a high level of subject knowledge of history by training and professional development opportunities.

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; past and present' by the end of the academic year. They are introduced to history through stories, use of language and vocabulary daily. They will use Medium term plans from Historical association related to their own timeline, clothes in different seasons and thinking about their favourite celebrations. They are given the opportunity to begin to make sense of their own life-story and family's history, comment on images of familiar situations in the past, compare characters from stories, including figures from the past. By the end of their reception year most children will be able to talk about the lives of people around them and

their roles in society, know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class and understand the past through settings, characters and events encountered in books read in class and storytelling.

IMPACT

Children's voice is used to further develop their history curriculum through questioning of children's views and attitudes to history support the children's enjoyment of history. If children are keeping up with the curriculum, they are deemed to be making good or better progress and this can be seen on Sonar Tracker, where class teachers input the band and statement the children are working on. We measure the impact of our curriculum through the following methods:

- Children enjoy and are enthusiastic about history in our school and are eager to talk about their history learning
- There is a clear progression of children's work and teachers' expectations in our school
- Children's work shows a range of topics and evidence of the curriculum coverage for all history topics
- Feedback, following our whole school Marking and Feedback policy, has a positive impact on the children, often with next step questions to push learning on
- Use of Sonar Tracker statements (year group specific and national curriculum linked) to identify achievement and next steps for all children. This is completed termly and monitored by History subject leader with feedback given to class teachers, SLT and Governors.
- Tracking of the bands that the children are achieving at the end of each term, monitored by History subject leader with feedback given to class teachers, SLT and Governors.
- Pupil discussions, discussion with class teachers, workbook monitoring highlight the positives and the areas to develop.
- Standards in history at the end of each key stage are good and issues arising are addressed effectively in school
- Our SLT and governors are kept up to date with developments in the way history is run in school and attainment and progress reports.

Monitoring and Reviewing the History Policy

The Head Teacher, staff and Governors will need to review this policy to ensure that it is being implemented appropriately and to take account changing circumstances. The success of the policy will be reviewed annually by discussion at staff meetings and along side monitoring of standards of teaching and learning in the History.

Review Date	Signature	Position
October 2026		Head Chair of Governors History Lead