



Intent:

At St Gregory's Catholic Primary School, we aim to inspire a love of history by bringing the past to life through engaging, meaningful and memorable learning experiences. We believe that studying history helps children understand the world in which they live, appreciate how societies have changed over time and recognise the influence of significant individuals and events on modern life.

Our history curriculum is carefully designed to develop children's curiosity, enquiry skills and critical thinking. Through the study of local, national and global history, pupils gain a secure chronological understanding of the past whilst exploring important themes such as democracy, conflict, achievement, innovation and social change.

We want our children to understand that history is not simply about remembering facts but about investigating, interpreting and making sense of evidence.

By the time they leave St Gregory's, children will:

- Develop a secure knowledge and understanding of Britain's past and the wider world.
- Understand how historical events are connected through time.
- Ask perceptive questions and think critically about evidence.
- Recognise that different interpretations of the past exist.
- Appreciate the diversity of cultures, societies and experiences throughout history.
- Make links between historical events and modern life.
- Develop confidence in discussing and presenting historical ideas and opinions.

Through high-quality teaching and enriching experiences, we aim to nurture lifelong learners who are inspired by the achievements, challenges and lessons of the past.

Implementation:

History is taught through carefully planned units that build knowledge, vocabulary and disciplinary skills progressively from the Early Years Foundation Stage through to Year 6. Learning is structured through a well-sequenced curriculum that enables children to revisit and deepen their understanding of key historical concepts including chronology, change, cause and consequence, significance and interpretation.

Teachers use a variety of approaches including historical enquiry, artefact investigation, primary and secondary sources, educational visits, visitors, discussion and debate to bring learning to life. Cross-curricular links are made where appropriate, particularly with English, geography, art and computing, allowing pupils to apply and strengthen their learning across the curriculum.

All pupils, including those with special educational needs and disabilities, are supported to access and succeed within the history curriculum through appropriate adaptations and scaffolding.

Impact:

The impact of our history curriculum is evident in pupils who are enthusiastic, knowledgeable and inquisitive historians. Children demonstrate a secure understanding of historical knowledge and vocabulary, can make connections between periods of history and confidently discuss historical events using evidence to justify their viewpoints.

Assessment takes place throughout units of work and informs future planning. Monitoring activities including pupil voice, book scrutiny, lesson visits and assessment information ensure that the curriculum remains ambitious and effective for all learners.

Introduction

History is taught in accordance with the National Curriculum and forms an important part of our broad and balanced curriculum at St Gregory's Catholic Primary School.

This policy outlines the vision, aims and organisation of history teaching and learning throughout the school. It reflects our commitment to providing a rich and engaging curriculum that enables all children to develop a secure understanding of the past and its relevance to the present day.

The policy is reviewed annually by the Headteacher and Subject Leader to ensure it remains effective, relevant and aligned with current educational guidance.

The Nature of History

History enables children to develop a deeper understanding of the world around them and their place within it. Through the study of significant individuals, events and civilisations, pupils learn how the past has shaped society and continues to influence modern life.

At St Gregory's, we believe that history should inspire curiosity, challenge thinking and encourage children to become active investigators of the past. Through examining evidence, exploring different perspectives and making informed judgements, pupils develop essential skills of enquiry, analysis and critical thinking.

History also helps children appreciate diversity, understand change over time and recognise both the achievements and challenges faced by people throughout history. These experiences support pupils in developing informed opinions, empathy and respect for others.

Curriculum Entitlement

Every child at St Gregory's is entitled to a high-quality history education that develops knowledge, understanding and disciplinary skills progressively throughout their primary school journey.

Our curriculum ensures that pupils:

- Develop a secure chronological understanding of British, local and world history.
- Explore significant events, individuals and civilisations from the past.
- Build an understanding of historical concepts including chronology, change, cause and consequence, significance and interpretation.
- Investigate and evaluate a range of historical sources and evidence.
- Ask meaningful questions and develop historical enquiry skills.
- Make connections between historical periods and the modern world.
- Gain an appreciation of how the past has shaped contemporary society.

History is taught through carefully planned units that allow pupils to revisit prior learning, deepen understanding and develop increasingly sophisticated historical thinking as they progress through school.

Early Years Foundation Stage

In the Early Years Foundation Stage, children begin developing an understanding of the past through the learning area *Understanding the World*.

Pupils are encouraged to talk about their own experiences, family traditions and significant events in their lives. Through stories, role play, discussion, artefacts and exploration, children begin to recognise how life has changed over time and develop an awareness of similarities and differences between the past and present.

These early experiences provide the foundations for future historical learning and support the development of curiosity about the world around them.

Special Educational Needs and Disabilities (SEND)

At St Gregory's Catholic Primary School, we are committed to ensuring that all pupils have equal access to a rich and engaging history curriculum.

Teaching is adapted where necessary to meet the needs of individual learners through:

- Appropriate scaffolding and modelling.
- Adapted resources and recording methods.
- Additional adult support where required.
- Use of visual prompts, practical resources and technology.
- Opportunities for collaborative and experiential learning.

We believe that every child should be able to participate fully and experience success as a historian regardless of starting point or additional need.

Equality and Inclusion

History is taught in a way that celebrates diversity and promotes respect for different cultures, communities and experiences.

Our curriculum reflects a range of individuals, societies and perspectives, ensuring that children develop an understanding of the contributions made by people from different backgrounds throughout history.

We are committed to creating an inclusive environment in which all pupils feel represented, valued and able to engage meaningfully with historical learning.

Health and Safety

Learning outside the classroom is an important aspect of history education and may include educational visits, visiting speakers and practical learning experiences.

All activities are planned and carried out in accordance with the school's Health and Safety Policy. Appropriate risk assessments are completed before off-site visits or activities and suitable control measures are implemented to ensure the safety and wellbeing of all participants.

Resources

A range of high-quality resources is used to support the teaching and learning of history across the school.

These include:

- Historical artefacts.
- Primary and secondary source materials.
- Photographs and archive materials.
- Books and texts.
- Digital resources and multimedia.
- Educational visits and visitors.

Resources are regularly reviewed to ensure they remain relevant, accurate and supportive of curriculum delivery. They are organised to allow staff easy access and to maximise opportunities for effective historical enquiry.

Assessment

Assessment is an integral part of effective teaching and learning in history.

Teachers assess pupils' knowledge, understanding and skills throughout each unit using:

- Questioning and discussion.
- Observation of learning.
- Written and practical outcomes.
- Historical enquiries and investigations.
- Pupil reflection and self-assessment.

Assessment information is used to identify strengths, address misconceptions and inform future planning. Progress is monitored to ensure that all pupils are developing the knowledge and skills expected within their year group.

Monitoring and Evaluation

The History Subject Leader is responsible for monitoring the quality of teaching, learning and assessment across the school.

Monitoring activities may include:

- Lesson visits.
- Book scrutiny.
- Curriculum reviews.
- Assessment analysis.
- Pupil voice activities.
- Learning walks.

Findings are used to celebrate strengths, identify priorities for development and support continuous improvement within the subject.

Role of the Subject Leader

The History Subject Leader plays a key role in maintaining high standards and promoting excellence in history across the school.

Responsibilities include:

- Providing strategic leadership for the subject.
- Supporting colleagues with planning and curriculum development.
- Monitoring the quality of teaching and learning.
- Managing and developing resources.
- Keeping abreast of national developments and best practice.
- Identifying priorities for improvement through action planning.
- Reporting annually to senior leaders and governors on standards and progress in history.

The Subject Leader works in partnership with staff to ensure that all pupils receive an engaging, ambitious and knowledge-rich history education.

Policy Review

This policy will be reviewed annually by the Headteacher and History Subject Leader to ensure continued compliance with statutory requirements and alignment with the school's vision and curriculum priorities.