



ST ANNE'S CATHOLIC PRIMARY SCHOOL

HISTORY POLICY

1. Introduction

1.1 The study of history has not only a basic appeal for young people, but it also has an important contribution to make towards their general education. The skills involved, such as disciplined enquiry, systematic analysis, evaluation and argument are of value beyond the study of history.

1.2 History has a social contribution to make as respect for people and other cultures and backgrounds is firmly grounded in an understanding of history. Through history, young children can begin to learn and understand something about the past and its influence on life today. Thus, it has a vital role to play in helping pupils to develop a sense of individual and collective identity through learning about the development of Britain, Europe and the World.

1.3 It is through learning about the past that children begin to understand the present and the complexity of other people's life.

2. Aims in Teaching History

2.1 To develop a curiosity in children about the past, a sense of empathy and an appreciation of human achievements and aspirations as well as the more negative aspects of human history.

2.2 To know and understand the history of the British Islands as a coherent and chronological narrative, especially how people's lives have shaped the UK and how Britain has influenced and has been influenced by other nations and places.

2.3 To develop an understanding and knowledge of the wide world including ancient civilizations and empires.

2.4 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.

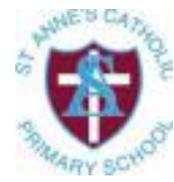
2.5 To develop a historical vocabulary and concepts.

2.6 To analyse trends, connect, compare and contrast events framing historically valid questions.

2.7 To understand the methods of historical enquires and how evidence is used.

2.8 To contribute to PSHE education by developing certain attitudes and values, for example, tolerance and respect for other beliefs, values and attitudes.

2.9 Place their growing knowledge into different contexts for a better perspective and understanding. Develop an understanding of the connections between local, regional, national and international history.



2.10 To communicate and develop their knowledge and understanding through a wide range of media, e.g. computing.

3. The Approach to Teaching History

3.1 Enquiry

3.1.2 All history is taught through an enquiry approach. Topics can be adapted by the class teacher in consultation with the Humanities co-ordinator. This ensures continuity and progression in developing knowledge, skills and understanding at Key Stages 1 and 2. Throughout each topic children are made aware of the different primary and secondary sources available and they themselves interpret primary evidence.

3.2 Teaching Methods

3.2.1 An active learning approach, where a variety of teaching methods are utilised and include:

- Stories, plays and storytelling;
- Timelines and making of personal timelines;
- Role play, workshops and drama;
- Discussion and debate;
- Interpreting primary and secondary evidence;
- Audio visual material and slides;
- Non-fictional and fictional texts;
- Visits to museums, historical sites and the local area;
- Computing;
- Interviews;
- Using primary sources of information wherever possible.

4. History Planning

4.1 Work is planned using the History objectives from the national curriculum (NC) and is differentiated accordingly for both the more able and less able children. History is taught through topics and the children's work will be in their topic book. The teacher should carefully refer to their key stage History subject content in the national curriculum when planning. They should also refer to the specific History skills being taught in the lesson. The teacher should be familiar with the necessary vocabulary. This vocabulary should be planned and taught linked to the topic unit. The teaching of History in Early years should be based on the EYFS framework (Understanding of the World) ensuring that the learning environment/ lessons/ activities are relevant to the children's lives.

5. History Attainment

5.1 By the end of each key stage, pupils should know, apply and understand the matters, skills and processes indicated in the relevant programme of study.

6. Special Educational Needs and Equal Opportunity



6.1 Every child at St Anne's takes a full and active part in history lessons. Lesson plans are modified accordingly to give all pupils relevant and appropriately challenging work at each key stage. Staff teach knowledge, skills and understanding in ways that match and challenge their pupils' abilities. For pupils with learning difficulties or who have English as an additional language, materials and resources are used that focus on the senses, e.g. video or film, artefacts, role play, music, food made from historic recipes, computing and site visits.

7. History Leader's Role

7.1 To revise, in consultation with all staff, the History Policy and coverage of the curriculum at Key Stages 1 and 2.

7.2 To consult with teachers on any revisions required to the topics, assessment or record keeping procedures.

7.3 To ensure each class teacher has a copy of the History Policy and topic maps.

7.4 To be aware of new resources available and to order resources required, depending on budget restraints.

7.5 To keep up to date and to brief staff on the latest ideas and documentation regarding the teaching of history.

7.6 To undertake the necessary reading and INSET appropriate for a History Co-ordinator.

7.7 To prepare and lead staff meetings on history and review with staff the teaching of history at St Anne's.

7.8 To support staff in their teaching of history and to organise training when required.

7.9 To monitor the teaching of history through the reading of half-termly plans and lesson book monitoring.

7.10 To liaise with the English Co-ordinator to ensure a range of historical literature such as fictional texts, poems and plays.

8. Related Policies

8.1 See also:

- Assessment;
- Educational Visits;
- Homework;
- Marking and Feedback;
- More Able;
- SEND;
- Teaching and Learning
- English



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Date agreed for review Summer 2025	Frequency of Review Three Years
Responsibility for Review A&C Committee	