St Francis Xavier Catholic Primary School

History Policy

Date written	October 2026
To be reviewed by:	September 2027

Intent

History is all around us. Our History Curriculum ignites children's interest about the past in Britain and the wider world and is designed to build on children's prior learning, introduce new experiences and enable children to make connections between their skills, knowledge and concepts and work independently and collaborating with others. Through finding out about how and why the world, our country, culture and local community have developed over time, children understand how the past influences the present. History enables children to develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people. What children will learn through history can influence their decisions about personal choices, attitudes and values and enable them to enhance their cultural capital and know about life beyond Balby. At St Francis Xavier, our intent, when teaching history, is to stimulate the children's curiosity in order for them to develop their knowledge, skills and understanding.

Implementation

We teach the National Curriculum 2014 and Understanding the World, Past and Present, in the Early Years. History at St Francis Xavier is delivered using the 'ARK Mastery Curriculum' once per week. A progression grid is in place to ensure that History is taught in a systematic and progressive way, as well as long term planning. This ensures that skills and knowledge are built on year by year and sequenced suitably to maximise learning for all children. It is important that the children develop progressive skills of a historian throughout their time at St Francis Xavier and do not just learn a series of facts about the past. In History, children at St Francis Xavier, find evidence, weigh it up and reach their own conclusion. To do this successfully, as historians, they need to be able to research, interpret evidence, including primary and secondary sources, and have the necessary skills to argue for their point of view; a skill that will help them in their adult life.

Impact

By the time the children at St Francis Xavier leave our school they should have developed:

- A secure knowledge and understanding of people, events and contexts from the historical periods covered.
- The ability to think critically about history and communicate confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, forming and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgements.

Expectations

When teaching a History topic at least 2 hours' worth of lessons should be evident within the weekly timetable, taught by the class teacher where possible. All children are to be engaged and part of the lessons and a clear sequencing of lessons will be evident within books.

The structure of a History lesson follows guidance from the Mastery Curriculum Plus.

It is expected that the following items are evident in History lessons:

- Knowledge organisers and pre unit assessment sheets to be stuck in topic books at the start of each topic.
- High expectations of vocabulary. For example, children to be encouraged to speak in full sentences and use correct terminology within their answers and classroom discussions.
- High level of vocabulary to be modelled by all staff using correct terminology at all times and presented on the display with a picture to accompany.
- Clear skills and outcomes in all sessions to be presented over a double page spread using a variety of presentation devices. For example leaflets, water cycle spinner and written work.
- Learning objectives to be stuck in the books each lesson along with core knowledge and vocabulary taught in the lesson.
- Children to be aware of the learning journey to understand what they have learnt previously and what they will learn.
- Engagement of all pupils
- Questioning
- A love of learning
- Developing curiosity about the world around them.
- Where appropriate children to have practical experiences. For example, children to use physical maps and compasses to explore school grounds and further afield.

EYFS

Within the EYFS Statutory framework history skills are evident throughout Understanding the World.

These skills form the basis of knowledge which is then built on throughout the school.

Past and Present

Children at the expected level of development will:

- Talk about the lives of the 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
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

Key Stage 1 and 2

We use the Mastery Curriculum Plus for History in Key Stage 1 and Key Stage 2 to ensure full coverage of the subject is taught. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit. Opportunities for progression are planned for to ensure that children are increasingly challenged as they progress through the school.

Responsibilities of the History co-ordinator

The co-ordinator will be responsible for:

- The implementation, review and update of the policy.
- Providing schemes of work for all aspects of the History Curriculum.

- Consultation and advice on resources and activities for other teachers.
- Attending any relevant courses and cascading relevant information.
- The ordering, storage and inventory of History resources.
- Monitoring and evaluating how the curriculum is delivered.
- Auditing the needs of staff and arranging CPD.

Equal Opportunities

All children must have equal access to similar activities and be encouraged to develop to their maximum potential regardless of race, gender, class and physical capability or disability. All children will be taught a broad, balanced and differentiated curriculum.

At St Francis Xavier Catholic Primary school, we adapt and differentiate learning opportunities for children with SEND in history lessons. Differentiation is incorporated into the lessons in a variety of ways: - setting suitable learning challenges - responding to children's diverse learning needs Interventions to enable inclusion may involve: - grouping for teaching and learning purposes - additional support - differentiated use of resources History is incorporated into a wide range of cross-curricular subjects. In History lessons, we ensure that EAL children are supported in a variety of ways e.g. emphasising key vocabulary and ensuring that the historical vocabulary is explained in a way that can be understood, providing teacher or teaching assistant support, speaking clearly, using resources such as visual images, artefacts and making links to previous experiences.

Monitoring & Evaluation

The History co-ordinator will monitor the delivery of History within the school informally and through lesson observations. These will take place within the school's identified programme of monitoring and evaluation. This will provide individual feedback to teachers, a general overview of good practice and areas for development and identify areas for CPD.

Assessment

Teachers will use O Track to show assessment of skills, knowledge and understanding, which will be completed by the end of each topic after the children complete their post-unit assessment. Teachers should then use this to guide their teaching and identify any gaps in learning.

SEND and Equal Opportunities

At St Francis Xavier Catholic Primary school, we adapt and differentiate learning opportunities for children with SEND in history lessons. Differentiation is incorporated into the lessons in a variety of ways: - setting suitable learning challenges - responding to children's diverse learning needs Interventions to enable inclusion may involve: - grouping for teaching and learning purposes - additional support - differentiated use of resources History is incorporated into a wide range of cross-curricular subjects. In History lessons, we ensure that EAL children are supported in a variety of ways e.g. emphasising key vocabulary and ensuring that the historical vocabulary is

explained in a way that can be understood, providing teacher or teaching assistant support, speaking clearly, using resources such as visual images, artefacts and making links to previous experiences.

Arrangements for review

Policies are regularly updated/reviewed by staff and governors to ensure that all aspects of the History policy aims are being met and that the standards of History are continuing to improve. This policy will be reviewed again by the Executive Headteacher, Head of School and History coordinator by September 2027.