



St Agatha's Catholic Primary School

Policy	History Policy
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Governor Committee	
Statutory Policy	No

Rationale

To understand our world, both the physical and the human, we must first understand the changes of the past. This is what the study of history is all about.

At St Agatha's we provide every child with the opportunity to develop their historical knowledge and enquiry through a rich and engaging curriculum. We encourage our children to explore and question events and decisions across the ages. We strive to provide them with the investigative skills and knowledge they need to understand changes over time.

Curriculum

The history projects are well sequenced to provide a coherent subject scheme that develops children's historical knowledge, skills and subject disciplines. Key aspects and concepts, such as chronology, cause and effect, similarity and difference, significance and hierarchy, are revisited throughout all projects and are developed over time. All projects also develop historical skills based on evidence and historical enquiry.

The choice of historical periods follows the guidance set out in the national curriculum, with specific details relating to significant events and individuals chosen to present a rich and diverse account of British and world history.

Where there are opportunities for making meaningful connections with other projects, history projects are sequenced accordingly. For example, the project Dynamic Dynasties is taught alongside the art and design project Taotie to give children a better all-round understanding of ancient Chinese arts and culture.

Throughout the history scheme, there is complete coverage of all national curriculum programmes of study.

Teaching and learning

All history projects are taught in the autumn and summer terms, with opportunities to revisit historical concepts in some of the spring term geography projects.

The school uses a variety of teaching and learning styles in history lessons. Our principal aim is to develop the children's knowledge, skills and understanding. We do this through a mixture of whole-class teaching and individual or group activities. Teachers encourage the children to ask as well as answer historical questions. The children have the opportunity to use a variety of primary and secondary sources of information, where it will enhance learning as well as gaining first hand experiences, for example, the use of books, artefacts, timelines, models and ICT. In addition to this we encourage a range of historical enquiries, trips, visits, workshops and themed activities or days wherever possible.

During lessons a strong emphasis is placed on the correct use of historical terms. Whenever events are being discussed (even outside of a history lesson), children are shown when the event occurred, on a timeline, to develop an understanding of time.

Cross Curricular links

History forms a part of many other subjects within our school through research, investigation and recording. Historical skills such as questioning and observation are used throughout the curriculum. Links with other curriculum areas, especially English, ICT and Geography are developed discreetly

within the curriculum. Teachers are encouraged to do so in order to develop a 'whole child' approach to learning and follow the interests of the children in their class.

Inclusion

We employ a range of teaching approaches linked to different learning styles to meet the varying needs and interests of children and to enable them to reach their full potential. We teach all children in the class together whilst working on the same topic. At the same time, we address the need for all to master the curriculum and for some to gain greater depth of proficiency and understanding.

Information Technology

Interactive resources and equipment are used to introduce and consolidate concepts when they can convey historical ideas and enhance investigative skills.

Assessment

Children are assessed according to the school's Assessment Policy.

Marking and Feedback

Verbal and written feedback are given according to the Marking and Feedback Policy.

Home Learning

The expectations of home learning can be found in the Learning at Home Policy.