History Policy for St Nicholas Catholic Primary School

Introduction

This policy outlines the vision, aims, and operational framework for History education at St Nicholas, in line with the 2014 National Curriculum for England and the expectations of the national inspectorate. It ensures that History is taught as a rigorous, inclusive, and engaging subject, fostering a love of learning and respect for one another, and supporting the development of cultural capital, critical thinking, and citizenship. The policy applies to all staff and pupils, including those in mixed-age classes, and is designed to be practical, adaptable, and responsive to the needs of our diverse school community.

Aims

- To inspire pupils' curiosity and fascination about the past, both in Britain and the wider world.
- To develop secure chronological understanding and the ability to make connections across historical periods.
- To equip pupils with the skills to ask perceptive questions, think critically, weigh evidence, and develop informed perspectives.
- To foster understanding of diversity, equality, and the contributions of different cultures and communities.
- To ensure all pupils, including those with SEND and disadvantaged backgrounds, can access and succeed in History.
- To promote active learning, enquiry, and engagement through a variety of teaching approaches.
- To support measurable progression in historical knowledge, concepts, and skills.

Statutory Requirements

- History is taught as a statutory subject in accordance with the 2014 National Curriculum for England.
- The curriculum covers Key Stage 1 and Key Stage 2 requirements, including British, local, and world history.
- All History teaching complies with:
    - Keeping Children Safe in Education (KCSIE, 2023)
    - Health and Safety at Work Act (1974), including risk assessments for visits and artefacts
    - Equality Act (2010), ensuring equal opportunities and representation
    - Children and Families Act (2014) and SEND Code of Practice (2015), with adaptations for SEND pupils
- All staff follow school safeguarding, health and safety, and equal opportunities policies.

Curriculum Coverage

The History curriculum at St Nicholas Primary provides a broad and balanced overview, ensuring depth and progression across all year groups. Coverage includes:

- Chronological understanding from the earliest times to the present day, including significant events, people, and changes.
- British history, including key periods such as the Stone Age, Romans, Anglo-Saxons, Vikings, and up to 1066.
- Local history studies relevant to the school's context.
- Aspects of world history, such as ancient civilisations (e.g., Egypt, Greece, Mayans).
- Historical enquiry, including the use of a range of sources and evidence.
- Key historical concepts: cause and consequence, change and continuity, similarity and difference, significance.
- Opportunities to communicate historical understanding through written, oral, and creative means.

Curriculum Implementation

- The History curriculum is planned using a whole-school curriculum map, ensuring clear progression and coverage.
- The Kapow scheme of work is used to support planning, resourcing, and staff subject knowledge, adapted for the school's context and mixed-age classes.
- Teachers use enquiry-based approaches, encouraging pupils to investigate, analyse, and interpret evidence.
- Lessons are sequenced to build on prior learning, address misconceptions, and ensure progression in knowledge and skills.
- A variety of teaching methods are used, including storytelling, role play, drama, artefacts, visits, and fieldwork, to promote active learning and engagement.
- Resources reflect diversity and inclusion, avoiding stereotypes and ensuring representation of different cultures, genders, and backgrounds.
- Lessons are differentiated and scaffolded to meet the needs of all learners, including SEND and disadvantaged pupils.

Assessment

- Assessment in History is ongoing and integral to teaching and learning.
- Formative assessment strategies include questioning, observation, discussion, self- and peer-assessment, and feedback.
- Summative assessment is carried out at the end of units, evaluating pupils' knowledge, skills, and understanding against National Curriculum objectives.
- Assessment evidence includes written work, presentations, creative outcomes, and pupil voice.
- Outcomes are recorded and used to inform planning, identify gaps, and ensure progression.
- Assessment information is shared with pupils, parents, and leaders as appropriate.

Roles and Responsibilities

Role	Responsibilities
Headteacher	Ensures statutory compliance, resourcing, and policy implementation.
History Subject Leader	Leads curriculum development, monitoring, and evaluation; supports staff; organises CPD; oversees resources.

Class Teachers	Plan and deliver History lessons; assess and record progress; adapt teaching for all learners.
Teaching Assistants	Support pupils' access to the curriculum; assist with differentiation and inclusion.
Pupils	Engage actively in learning; respect others' views and contributions.
Governors	Monitor policy implementation and impact; support strategic development of History.

Inclusion

- The History curriculum is accessible to all pupils, regardless of background, ability, or need.
- Lessons are adapted for mixed-ability and mixed-age classes, with differentiated tasks, resources, and outcomes.
- SEND pupils receive additional support, scaffolding, and use of visual, practical, and multi-sensory approaches.
- The curriculum reflects a diverse range of histories, cultures, and perspectives, promoting equality and challenging stereotypes.
- The school fosters a positive, respectful environment where all contributions are valued, in line with the mission to "love one another as I have loved you."

Professional Development

- Staff receive regular CPD in History, including subject knowledge, pedagogy, and use of schemes such as Kapow.
- The History Subject Leader attends relevant training and disseminates good practice.
- Staff are supported to develop confidence and expertise through peer observation, coaching, and access to professional resources.
- Training includes approaches to inclusion, assessment, and active learning.

Inspectorate Expectations

- The policy ensures an ambitious, well-sequenced, and inclusive History curriculum, meeting Ofsted EIF requirements.
- Curriculum intent, implementation, and impact are clearly articulated and evidenced.
- Regular monitoring and evaluation ensure depth, breadth, and progression.
- Assessment is robust, supporting pupil progress and informing teaching.
- Leadership and management of History are strong, with effective CPD and curriculum review.
- The curriculum promotes cultural capital, diversity, and citizenship, preparing pupils for life in modern Britain and the wider world.

Monitoring and Review

- The History Subject Leader monitors curriculum coverage, teaching quality, and pupil outcomes through planning scrutiny, lesson observations, work sampling, and pupil voice.

- Findings are reported to the Headteacher and Governors, with actions identified for improvement.
- The policy and curriculum are reviewed annually, or in response to statutory or school changes.
- Feedback from staff, pupils, and parents informs ongoing development.