

**Our Lady of Perpetual Succour  
Catholic Primary School**

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**History Policy**



*We learn to love everyone as Jesus loves us*

## **Intent**

At Our Lady's we aim to deliver a history curriculum that is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. Our teaching of history will help pupils gain a secure knowledge and understanding of Britain's past and that of the wider world. The curriculum is structured in a way that allows the children to make links between current and previous learning.

We want our children to be curious to know more about the past and to have the skills required to explore their own interests. Our History lessons focus on working as historians and developing historical skills and there are many opportunities for the curriculum to be enriched through organising trips that are linked to some of our history topics.

We aim to enable children to ask questions, think critically, weigh evidence and develop perspective and judgement. It is important for the children to develop a sense of identity through learning about the past and we want them to know how history has shaped their own lives.

## **Implementation**

### **How is History Planned For?**

The history curriculum is planned into Our Lady's Curriculum, linking with other topic areas and areas of learning. It is based on National Curriculum objectives so topics are progressive and sequential over the course of Key Stages.

Teachers plan individual lessons based around the medium term plans and using guidance from documents such as 'The Historical Association' to ensure that their classes' needs are met, and that sufficient challenge is present. Key dates, vocabulary and links to curriculum enrichment are also provided for class teachers to inform their short term daily lesson plans.

### **How is History taught?**

History is taught once a term (3 times a year) for an average of 1 hour per week in timetabled sessions by the class teacher. History lessons should allow the children to develop their historical enquiry and allow them to experience using a range of sources to find out information.

### **History in the Early Years**

Young children explore the past through their environment, family history and stories. There are many opportunities for children to talk about past and present events in their own lives and in the lives of family members. Children enjoy asking and answering questions and are encouraged to question why things happen and give explanations. Stories are used to sequence events and develop their use of language relating to time.

## **History in Key Stages 1 and 2**

The National Curriculum for history aims to ensure that all pupils:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation' and 'parliament'.
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

### **How we monitor, evaluate and assess teaching and learning in History:**

The History subject leader monitors the subject to ensure that it meets the needs of our pupils. Senior Leaders also monitor each curriculum subject. This is done through:

- Learning walks
- Book scrutiny
- Lesson observations
- Pupil surveys and discussions
- Staff surveys and discussions.

History is assessed through teacher assessments. We assess children's work in history by making informal judgements as we observe them during lessons and as we feedback on the work in their books. The class teacher is responsible for assessing all areas of history and logging the progress of each child using O'Track to assess against each of the objectives taught.

### **Impact**

Our focus on developing our history curriculum has had a positive impact on our children, allowing them to develop a deep understanding of historical events, chronology and historical enquiry. The children demonstrate enthusiasm for the subject and can talk with confidence about history and the topics they have studied.

The impact of our history curriculum is evident in the enthusiasm, engagement, and motivation demonstrated by our children. They actively participate in lessons, displaying

curiosity, resilience, and a desire to explore and experiment. As a result, our children's confidence in their historical ability has grown leading to improved self-esteem and a belief in their potential as historians. As historians our children can use their skills to pose questions, evaluate evidence and draw conclusions.

Through our ongoing assessments and evaluation of pupils' progress, our children are expected to achieve excellent outcomes in history, and most of each year group achieve the expected age-related standard by the end of the year.

**Signed:**

**Chair of Governors**

**Date:**

## Appendix 1 – History Topic Overview

Term/ Year	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<p><b>Marvellous Me!</b></p> <p>Talk about present events in their own life.</p> <p>Talk about the lives of familiar people.</p>			<p><b>Journey to Greece</b></p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p>	<p><b>Lightning Speed</b></p> <p>A local history study of Widnes and how its industry has changed.</p>		<p><b>Bright Ideas</b></p> <p>A study over time tracing how several aspects of national history are reflected in the locality. Focusing on Liverpool's industry.</p>
Autumn 2		<p><b>The Beatles</b></p> <p>Significant individuals from the past from their own locality. Use research to find out about 'The Beatles' and their achievements.</p>	<p><b>Remember, remember</b></p> <p>A study of 2 significant events: Remembrance Day and The Gun Powder Plot.</p>			<p><b>WW2</b></p> <p>A study of British history. This will focus on WW2 and its impact on the world.</p>	

Spring 1	<p><b>Around The World</b></p> <p>Talk about past and present events in their own life, and those of familiar people.</p>	<p><b>Building bridges</b></p> <p>Changes within living memory. Recognise how bridges have changed and the impact they have had on our lives.</p>		<p><b>Victorians</b></p> <p>To learn about life in the past for Victorian families and compare this with our life today. (Housing, education, religious beliefs, crime and punishment, social structure.)</p>	<p><b>The Romans</b></p> <p>To identify key features and events of the Roman Invasion of Britain and place events on timeline in relation to the Greeks (BC/AD).</p>	<p><b>In Your Element Earth, Air, Fire, Water</b></p> <p>A study over time tracing how several aspects of national history are reflected in the locality</p>	<p><b>South/Central America (Spring 1 &amp; 2)</b></p> <p>A non-European society that provides contrasts with British history: Mayans</p>
Spring 2	<p><b>One Upon a Time</b></p> <p>Talk about similarities and differences between things now and in the past, drawing on what has been read to them</p>		<p><b>Africa</b></p> <p>To learn about Significant individuals from the past: Nelson Mandela and Rosa Parks and recognise their achievements and their impact on society.</p>				
Summer 1	<p><b>Amazing Animals</b></p> <p>Talk about similarities</p>			<p><b>The Stone Age</b></p> <p>To describe and compare what life was like in the stone age,</p>	<p><b>The Saxon King</b></p> <p>To describe how the Anglo-Saxons settled at the end</p>	<p><b>The Egyptians</b></p> <p>To research what life was like for the Egyptian people and</p>	<p><b>Vikings</b></p> <p>To compare beliefs of Vikings</p>

	and differences between things now and in the past, drawing on their own experiences.			bronze age and iron age. (Housing, education, religious beliefs, crime and punishment, social structure.)	of the Roman occupation. To compare Anglo Saxon life to the Romans (Housing, education, religious beliefs, crime and punishment, social structure.)	compare it to that of the Greeks. (Housing, education, religious beliefs, crime and punishment, social structure.)	and those of the Anglo-Saxons  To create a timeline of key dates in the Viking era and compare it to the Maya.
Summer 2		<b>Royal Patrons (The Queen)</b>  To find out what life was like during the reign of Queen Victoria and Queen Elizabeth II and compare them.	<b>The Great Fire of London</b>  To study an event before living memory. To learn about The Great Fire of London and sequence events.				