

St Peter's Catholic Primary School



History Policy

Agreed by Governors

Chair of Governors

Intent

At St Peter's Catholic Primary School, we aim to inspire children's curiosity about the past and develop their understanding of how people, events and societies have shaped the world in which they live. Through an ambitious and inclusive curriculum, we want every child to develop secure historical knowledge, ask thoughtful questions and communicate informed ideas about the past.

We use the Kapow Primary History scheme of work to support a carefully sequenced curriculum that meets the requirements of the National Curriculum. Children encounter local, British and world history, developing an understanding of chronology and making connections between different periods and places. Our curriculum introduces diverse individuals, communities and civilisations, helping pupils appreciate both shared experiences and differences in people's lives. Opportunities to explore the history of Wirral and the surrounding area strengthen children's understanding of their local heritage. This breadth reflects the aims of the National Curriculum for History.

We intend pupils to build both substantive knowledge—their knowledge of the past—and disciplinary knowledge—their understanding of how historians investigate, interpret and construct accounts of the past. Children progressively develop their understanding of evidence, historical interpretations, cause and consequence, change and continuity, similarity and difference, and historical significance.

We have high expectations for all pupils, including those with special educational needs and disabilities, disadvantaged pupils and children who speak English as an additional language. Our intention is to identify and address barriers so that every child can participate meaningfully, develop historical understanding and experience success.

Implementation

History is taught through the Kapow Primary scheme, supported by its curriculum mapping, progression guidance and teaching resources. Leaders and teachers use these materials to identify the essential knowledge, vocabulary and understanding pupils should develop within each unit and across year groups. Key concepts are revisited in different historical contexts, enabling children to build on previous learning and develop increasingly connected knowledge. Kapow's approach brings together chronological awareness, historical knowledge, concepts and enquiry.

Kapow Primary History units are organised around historical enquiry questions. Teachers provide clear explanations, carefully selected information and modelled examples before supporting children to investigate questions and reach conclusions. Pupils encounter sources such as artefacts, photographs, written accounts and oral testimony. They learn to consider what a source can tell them in relation to a particular question and recognise that accounts of the past may differ.

Chronology and vocabulary are explicitly taught. Timelines help pupils locate events and periods, recognise their sequence and duration, and understand that different civilisations existed at the same time. Regular retrieval and discussion revisit important learning from previous lessons and units. Historical skills develop through increasingly demanding content: children move from noticing and describing features of the past towards explaining connections, comparing accounts and supporting conclusions with relevant evidence. Teaching is adapted in response to pupils' needs and prior understanding. Strategies include pre-teaching vocabulary, breaking explanations into manageable steps, using visual resources and concrete artefacts, providing guided practice and offering structured opportunities for discussion. Children may demonstrate their understanding through spoken responses, practical activities or supported recording. Adaptations maintain ambition while addressing gaps in the knowledge needed for future learning. Pupils ready for further challenge deepen their explanations, consider alternative interpretations and justify their conclusions. Carefully planned trips and visitors enrich our history curriculum, bringing the past to life and

providing inclusive opportunities for all children to deepen their knowledge, explore historical evidence and make connections with their local heritage.

Assessment is closely matched to the curriculum. Teachers check prior knowledge, use questioning and discussion during lessons, and review pupils' responses to identify misconceptions. End-of-unit checks combine questions about essential knowledge with opportunities to apply historical understanding to the enquiry question. Later retrieval establishes whether learning has been retained. Teachers use this information to revisit content, adjust teaching and plan next steps. Judgements focus on historical understanding, with appropriate support so that difficulties with reading or writing do not prevent pupils from showing what they know. These approaches address priorities identified in Ofsted's history subject report. Visits, visitors, museum resources and local studies are selected to deepen specific curriculum learning. The subject leader supports staff through professional development, including Kapow resources, and reviews planning, assessment, pupils' work and pupil voice. As Kapow is embedded, particular attention is given to identifying gaps from previous curriculum coverage and supporting continuity between year groups.

Impact

Our intended impact is that children develop secure, connected knowledge of the past and an increasing ability to explain how historical understanding is formed. They remember important content, use historical vocabulary accurately and make meaningful connections within and between the periods they have studied. As pupils progress through school, they become increasingly able to sequence events, describe features of past societies, explain causes and consequences, and identify changes and continuities. They use relevant evidence to support answers and recognise that interpretations of the past can differ. By the end of Key Stage 2, we aim for pupils to meet National Curriculum expectations and be prepared for further study. We evaluate impact through assessment, discussion with pupils, work scrutiny and subsequent checks on retained learning. Evidence is considered against the intended curriculum outcomes and used to identify strengths, gaps and priorities for improvement. Monitoring includes the participation and progress of pupils with SEND and other pupils facing barriers, helping us evaluate whether adaptations are effective. Alongside their growing knowledge, we want children to show curiosity, ask thoughtful questions and appreciate the diversity and complexity of human experience. They leave St Peter's with the confidence to discuss the past and an interest in continuing to learn about it.

Early Years

In EYFS, the foundations for history develop through Understanding the World, particularly learning associated with Past and Present. Children explore their own experiences and, sensitively, those of their families and familiar people, beginning to understand that life changes over time. Stories, photographs, objects, conversations and play help them compare familiar aspects of life now and in the past. Adults explicitly model vocabulary such as before, after, yesterday, today, past and present, supporting children to sequence experiences and describe changes. Carefully chosen books introduce settings, characters and events from the past, extending understanding beyond children's immediate experiences. Inclusive resources and supported discussion enable all children to contribute. Practitioners use everyday observations and conversations to identify understanding and plan further experiences, building foundations for Year 1 history. This approach reflects the EYFS statutory framework.

Roles and Responsibilities

The History subject leader will be responsible for:

- Developing, resourcing and reviewing this policy.
- Planning, instigating and monitoring teaching programmes.
- Liaising with colleagues, including the SENDCo, to differentiate teaching programmes in accordance with the needs of the individual pupils.
- Working with other staff to teach the subject content.
- Keeping staff informed of visits and courses.
- Facilitating the assessment of pupils' work.
- Keeping up to date with current affairs and best practice regarding history.
- Providing guidance, including INSET training of history to staff, as part of their ongoing professional development.
- Celebrating and promoting the history curriculum and the work of pupils throughout the school.

Staff teaching History will be responsible for:

- Contributing to the development of this policy and teaching programmes, with the History subject leader.
- Developing medium term plans of work and lesson plans in line with this policy and the objectives of the History curriculum and in accordance with our History subject overview.
- Facilitating the teaching of the History curriculum, including coordinating activities and resources within their specific areas.
- Assessing and recording pupils' progress and keeping the History subject lead apprised of this.
- Providing feedback to parents on pupils' progress at parents' evenings and other meetings. ● Attending and contributing to any INSET days organised by the History subject lead.
- Keeping apprised on current affairs and best practice on their history curriculum, and applying this to their schemes of work.

Teaching

The History subject leader will be responsible for overseeing the planning, resourcing and monitoring of the school's history programme

The subject matter covered in History reflects the requirements of the national curriculum.

Special focus will be paid to the teaching of the skills inherent in the entire History curriculum taught at the school. These will include:

- Making accurate observations.
- Asking and answering questions.
- Effectively using the appropriate equipment for measurement.
- Recognising patterns and identifying relationships.
- Predicting and applying knowledge to differing contexts.

The History programme will be delivered by all staff in a range of teaching and learning situations, with respect to the needs of the individual pupils.

Curriculum

The Kapow Primary History curriculum aims to develop curious, knowledgeable pupils who can think like historians. Its main aims are to help children:

- Develop knowledge of the past, including significant people, events and societies in Britain and the wider world.
- Understand chronology, placing events in order and making connections between historical periods.
- Investigate historical questions, examining sources and using evidence to explain their conclusions.
- Explore different perspectives, recognising that accounts of the past can differ.
- Understand historical concepts, including change, continuity and ideas such as empire, monarchy and civilisation.
- Appreciate diverse histories, understanding how the past has shaped identities, cultures and communities.
- Remember and build on learning, revisiting knowledge and skills in increasing depth.

The scheme also aims to provide an accessible but ambitious curriculum for all pupils, while supporting

teachers' subject knowledge and confidence.

Assessment

Assessment has two main purposes

- Assessment of learning (also known as summative assessment).
- Assessment for learning (also known as formative assessment).

Throughout each topic of learning, assessment will be evidenced through quizzing of key knowledge and through curriculum objectives recorded on FFT Aspire.

“Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there”.

At St Peter's Catholic Primary School, we recognise that AfL lies at the heart of promoting learning and raising standards of attainment.