



St. Hubert's Roman Catholic Primary School

Hallfield Road, Great Harwood, Blackburn Tel: 01254 885778

Headteacher: Mrs J. M. Brooks

St Hubert's History Policy



*Created by: James Riding
Reviewed by: Governing Body
Review Date: Nov 2029*

St Hubert's RC Primary School History Policy

Believe to Achieve: Love God, Love Learning, Love One Another

Introduction

This document is a statement of the aims, principles and strategies for the teaching and learning of History at St Hubert's RC Primary School.

Subject Statement

At St Hubert's RC Primary School, we have developed an ambitious History curriculum that fosters curiosity, engagement, and critical thinking. Our approach supports all pupils in becoming confident historians by developing both substantive and disciplinary knowledge through a carefully sequenced and inclusive curriculum.

We follow a skills-based approach, with progression mapped across year groups to inform planning and assessment. This ensures children build on prior knowledge and develop historical understanding over time. History is taught through an enquiry-based model, equipping pupils with the skills to pose questions, think critically, consider evidence, construct arguments, and develop historical perspective.

Our curriculum is underpinned by six key recurring concepts:

- *Migration / Invasion*
- *Justice / Equality*
- *Childhood*
- *Civilisation/Culture*
- *Worship*
- *Leadership*

These themes are embedded across units to provide coherence and depth, allowing children to revisit and build upon their understanding in varied historical contexts. Children are taught chronological skills through sequencing events, stories, images, and periods to develop a coherent understanding of how different times relate to one another. Substantive knowledge focuses on abstract concepts that recur throughout the curriculum, while disciplinary knowledge includes:

- *Cause and consequence*
- *Change and continuity*
- *Similarity and difference*
- *Historical significance*
- *Sources and evidence*
- *Historical interpretations*

The subject leader is responsible for planning the half-termly units using the whole-school curriculum overview and skills progression documents. Class teachers then adapt these plans as needed to meet the individual needs of learners.

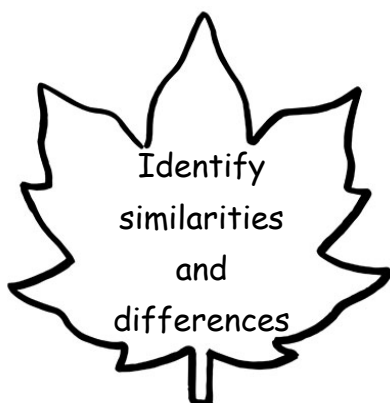
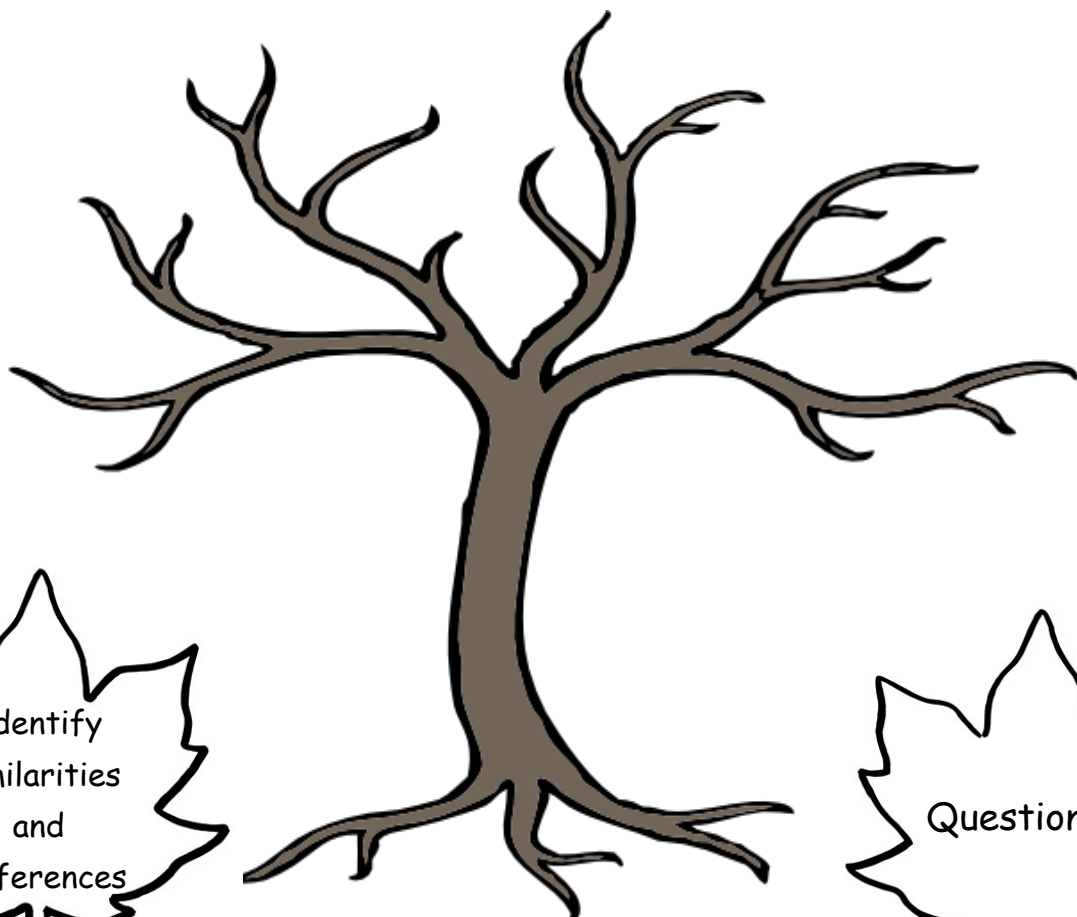
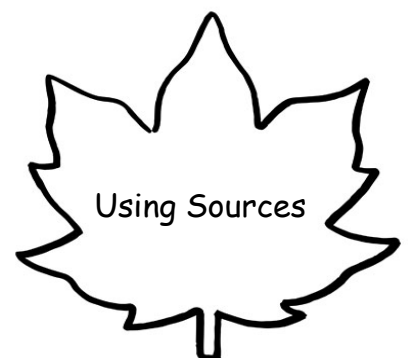
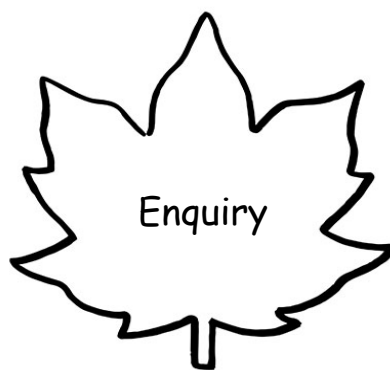
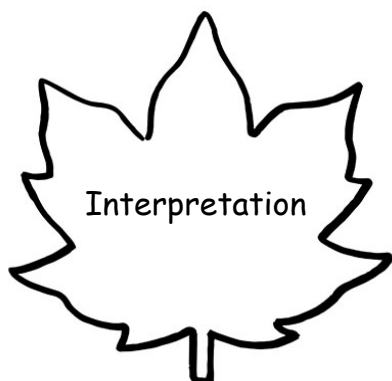
Aims

The aims of History teaching at St Hubert's RC are to:

- *Enrich pupils' historical knowledge and skills through engaging and meaningful learning experiences.*

Believe to Achieve: Love God, Love Learning, Love One Another

- Provide opportunities for pupils to learn through an enquiry-based approach, encouraging curiosity and critical thinking.
- Support children in studying and analysing historical evidence to develop interpretation and reasoning skills.
- Foster an understanding that the society in which pupils live has been shaped by past developments.
- Teach children about significant events in British history and the wider world, including their locality, to support a sense of identity and cultural heritage.
- Develop a secure sense of chronology, helping pupils organise their understanding of the past.
- Create a diverse and inclusive History curriculum that promotes empathy, tolerance, and respect for all.
- Provide memorable learning experiences that foster engagement and enjoyment in History.
- Help pupils understand the need for continuity and change across time.
- Enable children to communicate their historical knowledge in oral, written, and visual forms using appropriate vocabulary.
- Provide opportunities for children to revisit and build upon prior knowledge of our six key curriculum concepts: Migration / Invasion, Justice / Equality, Childhood, Civilisation / Culture, Worship, and Leadership.
- Develop pupils' disciplinary knowledge through skills such as cause and consequence, change and continuity, similarity and difference, historical significance, and interpretation of sources and evidence.



Believe: Love God, Love Learning, Love

History

Teaching/Learning

At St Hubert's RC Primary School, History is taught through a skills-based and enquiry-led approach, with progression mapped across year groups to ensure continuity and depth of learning. The subject leader plans half-termly units using the curriculum overview and teaching sequence, while class teachers adapt these plans to meet the needs of their pupils.

Children engage in a broad and balanced History curriculum that supports the development of key skills, concepts, and attitudes. A variety of teaching strategies are used to make History accessible and engaging for all learners, including:

- Teacher-guided sessions to introduce key knowledge
- Mixed-ability group work to encourage collaboration
- Whole-class discussions to promote critical thinking
- Adaptive teaching to support all learners
- Role-play and drama to bring historical events to life
- Use of ICT to enhance research and presentation
- Educational visits and guest speakers to enrich learning
- History days/weeks to deepen engagement

The National Curriculum for History is carefully mapped across key stages to ensure progression and coverage. Cross-curricular links are used to help children make meaningful connections and develop a broader understanding of the past.

Foundation Stage

In EYFS, History is delivered through the Knowledge and Understanding of the World area of learning. It is taught using a cross-curricular, topic-based approach at various points throughout the academic year. Pupils begin to develop an awareness of time, change, and the past through stories, family experiences, and exploration of their immediate environment.

Key Stage One

In Key Stage One, History is taught on a half-termly basis, following the key learning objectives. Pupils begin to develop chronological understanding, explore significant individuals and events, and use simple sources to ask and answer questions about the past.

Key Stage Two

Believe to Achieve: Love God, Love Learning, Love One Another

In Key Stage Two, History continues to be taught on a half-termly basis, building on prior knowledge and deepening pupils' understanding of chronology, cause and consequence, and historical interpretation. Pupils study a range of British and world history topics, using a variety of sources and enquiry-based approaches to develop critical thinking and historical perspective.

Inclusion including meeting the needs of SEND pupils

At St Hubert's RC Primary School, we are committed to delivering a History curriculum that is inclusive and accessible to all learners. We recognise the diverse needs of our pupils and ensure that adaptive teaching is used to scaffold and support children with Special Educational Needs and disabilities (SEND), enabling them to engage meaningfully with historical content.

Pupils with SEND have targeted learning plans that support their development and help them access the curriculum effectively. History provides effective learning opportunities for all pupils by:

- *Setting suitable learning challenges*
- *Responding to pupils' diverse learning needs*
- *Overcoming potential barriers to learning and assessment for individuals and groups*

It is the responsibility of all teachers to ensure that every pupil—regardless of gender, ability (including gifted pupils), ethnicity, or social circumstance—has access to the History curriculum and is supported to make the greatest progress possible. Work is differentiated appropriately, and where necessary, pupils may receive support from a teaching assistant or classroom helper.

Care is taken to ensure that support is inclusive and sensitive, avoiding any practice that may highlight a child's disability or difference unnecessarily.

Assessment, Recording and Reporting

At St Hubert's RC Primary School, assessment in History is used to inform future planning, monitor pupil progress, and support individual development throughout their time at school.

Teachers assess pupils' work through a combination of formative and summative methods, including:

- *Informal observations during lessons*
- *Class discussions and questioning*
- *Retrieval activities and quizzes*
- *Verbal feedback and live marking*
- *Evaluation of written work and historical enquiry tasks*

Pupils are encouraged to engage in self-assessment and peer evaluation using strategies such as:

Believe to Achieve: Love God, Love Learning, Love One Another

- Peer marking
- I can statements
- Talk partners
- Editing and improving work

Teachers provide written or verbal feedback to guide pupils' progress and help them reflect on their learning. This feedback informs future teaching and supports pupils in identifying next steps.

To track progress more formally, teachers use Insight, our whole-school assessment system, to record attainment and monitor development in historical knowledge and skills.

History Non-Negotiables

Weekly Teaching

History must be taught once a week during the first half of each full term.

Curriculum Overview

A whole-school History overview is in place to ensure no repeated learning, particularly in mixed-age classes. Teachers must follow this overview to maintain progression and coverage.

Unit Planning

Each unit includes a detailed breakdown with six suggested lessons. These must be closely followed to ensure consistency and depth of learning.

Vocabulary Pre-Teaching

Assess pupils' prior vocabulary knowledge and pre-teach key terms where needed—especially for SEND, EAL, and disadvantaged pupils.

Key Concepts

Make children aware of the key recurring concept for each unit—Migration & Invasion, Childhood, Justice & Equality, Civilisation & Culture, Worship or Leadership—and provide opportunities to build and share knowledge around these themes.

Unit Title Page

Begin each unit with a title page that highlights the area of learning and captures any existing knowledge pupils may have.

Assessment

Each History unit must begin with a clear enquiry question that frames the learning. This same question should be revisited at the end of the unit to assess pupils' progression in understanding and historical thinking.

Practical Learning

Provide opportunities for pupils to engage with a range of historical sources through practical, hands-on activities.

Believe to Achieve: Love God, Love Learning, Love One Another

Questioning

Use a variety of open-ended questions to stimulate historical thinking and discussion.

Tracking Progress

Complete termly History assessments using Insight to monitor pupil progress.

Cross-Curricular Links

Encourage and plan for cross-curricular connections to deepen understanding and contextualise historical learning.

Vocabulary Development

Display newly discovered vocabulary and encourage pupils to find definitions. Provide opportunities for pupils to apply new vocabulary in their work.

Inclusive Access

Adapt activities to ensure all learners can access the History curriculum, regardless of ability or background.

Fostering Curiosity

Aim to develop pupils' sense of intrigue and curiosity about the past, encouraging them to ask questions and explore historical ideas.

Roles and Responsibilities in History**Role of the Subject Leader**

The History Subject Leader is responsible for leading and coordinating the subject across the school. This includes:

- *Reviewing and contributing to teacher planning to ensure consistency and progression.*
- *Preparing and developing the History policy in line with school and national expectations.*
- *Providing consultancy, advice, and subject-specific expertise to support colleagues.*
- *Specifying and ordering resources in consultation with staff, ensuring effective use of the annual budget.*
- *Monitoring teaching and learning in History.*
- *Supporting staff in the implementation and assessment of History across all key stages.*
- *Advising on staff training needs and arranging relevant CPD opportunities.*

Role of the Class Teacher

Class teachers are responsible for delivering high-quality History lessons and ensuring progression in historical knowledge and skills. This includes:

- *Using the unit overviews to ensure curriculum content is delivered effectively.*
- *Using assessment to inform future planning and meet the needs of all learners.*

Believe to Achieve: Love God, Love Learning, Love One Another

- Ensuring progression in line with the National Curriculum for History.
- Developing and updating their own subject knowledge and understanding.
- Identifying training needs and engaging with professional development opportunities.
- Keeping appropriate records of pupil progress.
- Liaising with the Subject Leader when planning and delivering History to ensure consistency and support

Equality Statement

At St Hubert's RC Primary School, we are committed to providing equal opportunities for all pupils. We value the diversity of individuals within our school community and beyond, and actively promote an inclusive environment where discrimination is not tolerated. We encourage all pupils to learn, live, and work together with mutual respect and understanding. Through our History curriculum and wider school ethos, we aim to foster empathy, tolerance, and appreciation of different cultures, backgrounds, and perspectives.

Health and Safety

At St Hubert's RC Primary School, educational visits are an important part of enriching the History curriculum. Before any school trip takes place, a risk assessment will be carried out and submitted in accordance with the school's procedures and the guidelines set by the Local Authority. This ensures that all visits are safe, well-organised, and appropriate for the age and needs of the pupils involved

