

St Paul's Church of England Primary School Oswaldtwistle



***‘Working, learning, playing and
worshipping together’***

History Policy

Sept. 2025

Approved by Governors:

Key Aims of teaching history

For pupils to develop the skills to find evidence, weigh it up and reach their own conclusions by researching facts, sifting through evidence and arguing for their point of view.

At St. Paul's School we aim to teach children to:

- Develop an awareness of the passing of time, acquire a knowledge of chronology and use the language associated with time
- Develop speaking and listening skills through first-hand experience
- Develop an interest in and curiosity about the past
- Develop their sense of identity and understand changes in their own lives
- Become aware of what is involved in understanding and interpreting the past
- Develop a greater understanding of the way people lived in the past, including their values, beliefs and attitudes and how this compares with our own
- Develop questioning skills, empathy and an understanding of why people acted the way they did, why events happened and what happened as a result
- Develop respect for and tolerance of other people and cultures
- Continue to develop language, mathematical and computing skills through studies in history

Adaptive teaching

We aim to encourage all children to reach their full potential through the provision of varied opportunities. We recognise that our curriculum planning must allow pupils to gain a progressively deeper understanding of and competency in history skills as they move through school.

By adapting teaching through outcome, task, in-class support, organisation or resource children can respond to the work presented to them at the appropriate level.

Equal Opportunities

All children will be given equal access to the history curriculum irrespective of race, gender, creed, nationality or level of ability. Mutual respect and tolerance for all cultures will be promoted through the study of history.

Special Educational Needs

In order to provide work that is appropriate to the learning experiences of individual children, it is necessary for teachers to be aware of the individual education programmes that apply to children in their class. This will assist in the planning of **adaptive** material so that all children will be able to achieve at the level that is appropriate to their abilities.

Visits

Visits and practical experiences are a vital ingredient of the history curriculum. Where possible, children are provided with opportunities to visit places of historical interest. Where this is not possible, we aim to give children the chance to investigate artefacts at first hand through the use of museum loans or invite a visitor into school.

Staff Development

Staff development is available through the county course programme and through meetings with colleagues from other educational establishments. In house CPD is organised as and when it is needed.

Resources

Resources for each history topic are held centrally within school. Topic packs can be ordered from the library service to supplement the material we have in school. Museum loans can be ordered from the Lancashire Schools Museum Service. Ideas for historical visits can be found on the knowledge organisers.

Classroom organisation

History is taught through a series of topics from Y1-Y6. Each topic's knowledge organiser sets out key skills, facts to be learned and key questions to be answered by the end of the topic. Possible experiences and web links are also included. There is a lesson-by-lesson overview which guides teachers through each topic, ensuring that all objectives and vocabulary are covered. **These overviews now also include ways of promoting equality, diversity and justice within each history topic.**

In the reception class, history is taught through the 'Understanding the World' area of learning rather than through a discrete topic. Reception children will develop their understanding of the past through stories, role-play and artefacts.

Assessment

Children are given a quiz at end of each topic to determine how much they have remembered and understood. The children are then assessed against the key skills which have been taught. Key skills assessments are recorded on the **Sonar Assessment Tracker.**

Sept. 2025

Review: Sept. 2027