

History Policy



SACRED HEART R.C PRIMARY SCHOOL HISTORY POLICY

Remember your history, your long and rich history. I am God, the only God you've had or ever will have - incomparable, irreplaceable –

Isaiah 46:9-11

Written By:	A.Hough
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Mission Statement

"With Christ as our guide, we inspire and thrive"

Sacred Heart is a Roman Catholic Primary School, which aims to provide a high-quality Catholic education for all children who attend the school. Sacred Heart is committed to working in partnership with the Diocese of Liverpool, the parents of its children and the local community.

Practical Ways in which we attempt to carry out our Mission Statement

Being firm but kind, fair and just

We will endeavour to create an atmosphere of mutual respect in our relationships with every other member of the school. With a consistently positive attitude we will act with fairness to everybody.

Consistency of attitude

We will endeavour to be consistent in our speech and manner to all members of the school, fostering caring, loving attitudes towards everyone, and setting a good example through our relationships with each other.

Developing a sense of belonging

We will endeavour to create a safe and secure environment (emotionally as well as physically) making school a pleasant place to be in. We will encourage the children to feel an important part of the school community by encouraging each person's involvement in class.

Encouraging Co-operation

We will teach the children that ultimately everyone has a choice, a totally free choice, of what one does, but through free choice we must willingly and graciously accept the consequences whether known or not. We will encourage an atmosphere, however, of forgiveness, and being ever hopeful for each person being always ready to make a new beginning. We will set an example by being ready to admit our own mistakes and being able to say sorry to both adults and children.

Positive Relationships

We will endeavour to support and develop firm positive relationships throughout the school, through the example of our behaviour and interactions with others and through teaching about human and divine nature through the R.E. Syllabus.

Intent

At Sacred Heart RC Primary School, we are historians. We provide a high-quality history curriculum that is ambitious, knowledge-rich, and accessible to all, enabling our children to develop a deep understanding of the past and its impact on the present.

Our curriculum is designed to stimulate curiosity and inspire a lifelong love of history. We aim to broaden children's horizons and nurture aspirations — encouraging them to see themselves as future archivists, archaeologists, museum curators, researchers, and informed citizens. Through the study of history, children gain the cultural capital they need to understand the world around them.

We teach a carefully sequenced curriculum that builds historical knowledge and vocabulary over time, embedding key concepts such as chronology, cause and consequence, similarity and difference, and change over time. Through the exploration of local, British and world history, pupils learn how significant people, events, and developments have shaped society.

Our curriculum reflects the diverse and multicultural context of modern Britain and values the rich heritage of all our pupils. Children are encouraged to develop a strong sense of identity, appreciate different cultures and perspectives, and understand the importance of historical representation.

We are committed to providing inclusive and engaging learning experiences that bring history to life. Through the use of artefacts, educational visits, enquiry-based learning, and high-quality sources, children develop essential historical skills including investigation, critical thinking, interpretation, and analysis.

By the time they leave Sacred Heart, our children will have a secure chronological framework of the past, a well-developed historical vocabulary, and the confidence to ask thoughtful questions and form evidence-based conclusions — preparing them not just for secondary school, but for life in a diverse and ever-changing world.

General Aims

- For our children to be able to communicate with others by listening carefully and speaking clearly and confidently.
- For our children to develop a curiosity of the past
- For our children to write creatively and imaginatively.
- For our children to develop an interest in the past and an appreciation of human achievements and aspirations.
- For our children to develop knowledge of chronology within which the children can organize their understanding of the past.
- For our children to develop a range of skills and abilities – particularly those relating to finding out about the past, explaining what happened, and what people then, and now, think about what happened.
- For our children to be able to recall key facts about history topics long term.

SMSC Aims

Spiritual

- Foster the mystery of how and why events in the past happened and their many causes.
- Help children to realise the incredible significance that some individuals have had in the past and how historical knowledge changes with new evidence and different interpretations of events.

Moral

- Encourage pupils to comment on moral questions and dilemmas from the past.
- Help children to empathise with the decisions which ordinary people made at the time, based on their historical situation.
- Develop open mindedness when considering the actions and decisions of people from the past .

Social

- To understand the values of our society.
- Encourage pupils to think about what past societies have contributed to our culture today.
- Promote pupils own social development through working together and problem solving.

Cultural

- To learn about the major issues and events in the history of our own country and of the world and how these events may have influenced one another.
- To enable children to know about significant events in British history and to appreciate how things have changed over time.
- Develop a better understanding of our multicultural society through studying links between local, British, European and world history.
- Gain an understanding of and empathy with, people from different cultural backgrounds.

Role of the subject leader.

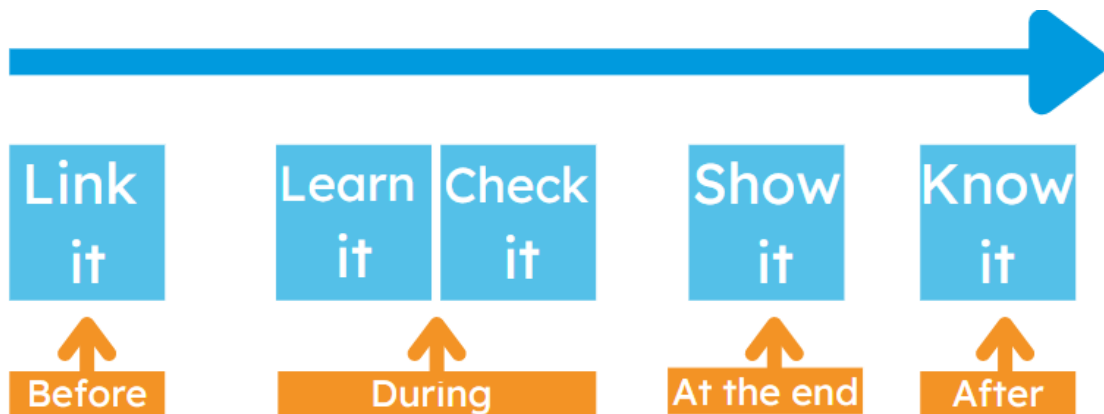
The History Lead at Sacred Heart is Anthony Hough.

Their role is:

- To take the lead in policy development.
- To complete termly a book scrutiny to identify strengths and weaknesses.
- To support staff in their development of medium- and short-term planning and to monitor planning.
- To facilitate the sharing of good practice among staff.
- Working together with colleagues to raise standards.
- Ensuring that the policy documents remain useful and current.

Implementation of Policy

The implementation of the history curriculum is through a blocked approach. At Sacred Heart we place five pedagogical principles at the heart of our history curriculum and we have ensured that there is time spent on the intent of how we deliver this. Our aim is for the children to ‘remember more and know more’.



Link it: At the beginning of an area of learning, teachers meticulously link the children’s prior learning using key prerequisites stated on the medium-term plan. Learning starts with igniting pupils’ prior knowledge. We now know enough about cognitive load to recognise the potential benefits this will have on long-term retention. Once established, we move to the ‘learn it’ stage where the

What do you know about the City of York?
Where is the City of York?
How is York linked to the Vikings?
How can we find out where the Vikings settled?

composite learning is broken into manageable components, which includes the introduction of new and relevant vocabulary.

Learn it: This is new learning. It is taught through the sequence of lessons known as 'a line of enquiry'. Each question is exposed to the children through their learning objective as they are introduced to new learning. Children learn the substantive knowledge required for the area of learning whilst developing their disciplinary knowledge for the subject.

Check it: Throughout the 'Learn It' phase, teacher's plan 'Check It' opportunities for adults to review the learning to date. This give teachers the opportunity to recognise gaps in pupils' knowledge and to enable them to make future decisions based on these assessments. Throughout lessons, the children's understanding will be checked by the teacher through a range of 'Check It' tasks. At Sacred Heart, throughout the whole school, the children use Cully as a means of checking their knowledge and skills.

Check It!



Cully says, "I think the Vikings were vicious and cruel warriors who rampaged and raided many villages." Discuss and Explain

Show it: At Sacred Heart, at the end of a sequence of learning, we use 'show it' which is beneficial in enabling pupils to showcase their learning. The children present their learning on an individual or group level at the end of each area of learning. The aim is to get pupils to present an aspect of their learning to the rest of the class. In this way, it is supporting their cultural capital by providing opportunities for pupils to present information to others. The children develop their speaking and listening skills through the use of presentations such as: posters, fact files, PowerPoint presentations, speeches and persuasive writing. Importantly, there is an encouragement for pupils to come up with innovative ideas.

Know it: At Sacred Heart, we check that the children know more and remember more with a quiz at the end of each area of learning. As well as this, the children have weekly retrieval sessions to retrieve their prior learning to ensure that it is not lost. This would normally be after the area of learning has been concluded and could be later, or even much later, in the school year. We use a range of short activities which aim to engage pupils immediately.

Historical Golden Threads

Our Golden Threads in History

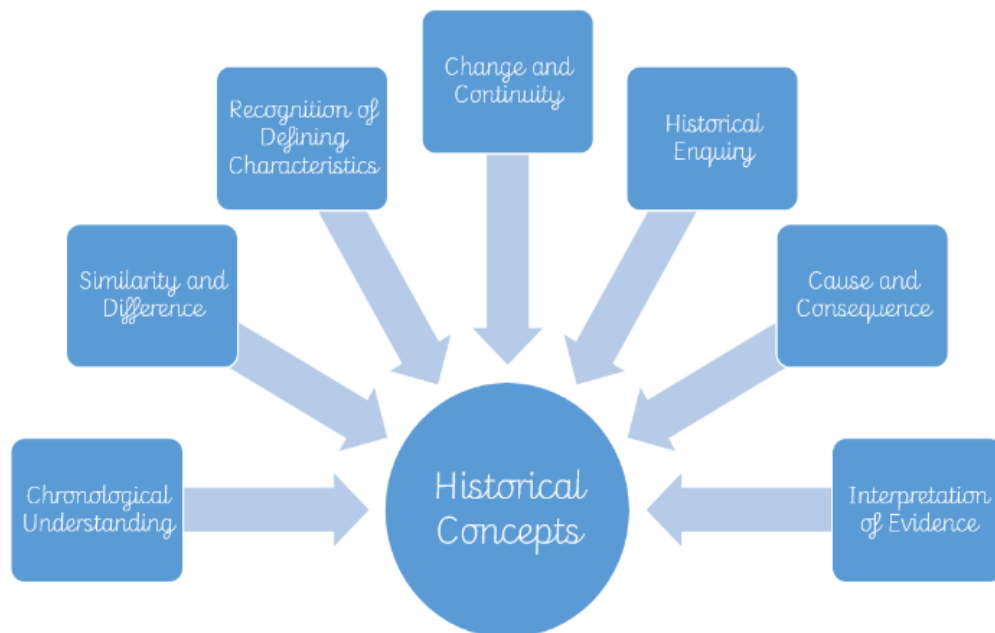


Golden Threads are a set of key historical concepts that children will repeatedly revisit throughout their time at Sacred Heart. Our golden threads for substantive knowledge are:

monarchy and religion,
invasion and settlement
inventions
legacy
exploration and empire.
societal change

By having the topics centred around these concepts, pupils are able to make links between their learning from one topic and year group to another, as well as use this knowledge to make connections with the present day and their own lives. We want the children to be able to think about these concepts over a long-time span.

Golden Threads for disciplinary knowledge are:



Teaching of History

At Sacred Heart the teaching and learning of History focuses on enabling children to think as historians.

At Sacred Heart we enable children to find out about the past from a range of sources – using primary and secondary sources, handling artefacts, making use of local area and visits to museums and sites of historical significance.

At Sacred Heart we develop children's understanding and skills in looking at and interpreting evidence including recognising that the past can be represented in different ways.

At Sacred Heart we develop skills of research and note taking and to present findings in a variety of ways such as in written, oral or pictorial form as well as using Computing skills.

At Sacred Heart we teach children to identify why people did things, the main characteristics of different societies at different times including links between times studied.

At Sacred Heart teachers are responsible for including all or part of the 5 key elements of History into their topics. The key elements are intended as a guide to planning units of work. It may not be appropriate to include all 5 key elements within each study unit.

The five key elements are:

1. Chronological understanding.
2. Knowledge and understanding of events, people and changes in the past.
3. Historical interpretation.
4. Historical enquiry.
5. Organisation and communication.

Teaching Styles

At Sacred Heart History is taught through a blocked curriculum approach and we teach history discretely. We try to link history to other subjects to help build on prior knowledge whilst ensuring no tenuous link is made.

At Sacred Heart History contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in English in lessons are historical in nature.

Children develop verbal skills through discussing historical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters and through using writing frames.

At Sacred Heart History teaching contributes to the teaching of Mathematics in a variety of ways. Children learn to use numbers when developing a sense of chronology through doing activities such as time-lines. Children learn to interpret information presented in graphical or diagrammatic form.

At Sacred Heart we use Computing in History teaching where appropriate. Children use Computing in History to enhance their skills in data handling and in presenting written work, and they research information using the Internet.

At Sacred Heart History contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as how society should respond to poverty and homelessness. They discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how

to recognize and challenge stereotypes and to appreciate that racism is a harmful aspect of society. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others.

At Sacred Heart when teaching History, we contribute to the children's spiritual development where possible. Children learn about the role of the church in Tudor times and they find out how British society has changed over time. The history programme of study enables children to understand that Britain's rich cultural heritage can be further enriched by the multi-cultural British society of today.

Strategies for the teaching of History

At Sacred Heart, the predominant mode of teaching involves working in groups (whole class introduction with differentiated tasks), although individual work and class History teaching are used where appropriate within this structure.

There is no specialist teaching in History, and it is taught by the class teacher.

The emphasis on our teaching of History is on both primary experience as well as using secondary sources.

We encourage children to take an active role in their learning and provide opportunities for children to develop the key skills of communication as well as improve their own learning performance. History is celebrated throughout the school through displays, presentations of work to other members of the school and History week.

Assessment and Recording

At Sacred Heart assessment is in line with the school's Policy for Assessment. Teachers are expected to assess at the end of each topic against National Curriculum descriptors levels, which enables teachers to track each child's progress.

Monitoring of History takes place throughout the school by:

- Observations of individual lessons.
- Monitoring of children's books.
- Discussions with both adults and children.
- Checking the impact of weekly questionnaires on long term knowledge.
- Looking at classroom displays.
- Whole school book scrutiny days.

Inclusion

At Sacred Heart all children have access to History lessons and activities regardless of age, sex or ability. Teaching approaches provide equality of opportunity by making sure the work is suitable for both boys and girls, considering religious and cultural beliefs and enabling those with disabilities to have full participation.

Our curriculum is designed to be responsive to the needs and abilities of all learners, offering opportunities for every child to succeed, build self-esteem, and realise their full potential.

We are dedicated to promoting equality of opportunity for all members of our community—pupils, staff, parents, and carers—regardless of race, religion, gender, disability, belief, sexual orientation, age, or socio-economic background. We seek to foster a safe, supportive, and respectful atmosphere where every individual is treated with dignity and compassion.

At Sacred Heart, we believe that every teacher is a teacher of all children, including those with Special Educational Needs and Disabilities (SEND). Through quality first teaching, our staff adapt lessons to cater for the diverse needs of every learner, ensuring full participation and progress. Our knowledge organisers have been carefully adapted to support pupils' learning and memory, providing clear structures and key vocabulary to aid recall and application of essential knowledge.

We foster a sense of belonging and encourage all pupils to participate fully in school life, helping them grow into confident, respectful learners ready for a diverse world. Working together with families and the wider community, we promote equality, challenge discrimination, and celebrate diversity as a strength.

SEND provision in History at Sacred Heart

All of the below:

EHCP Targets. Consider physical barriers, sensory breaks, behaviour charts, pencil grips, balance boards

Individual

All of the below:

Link it (prior learning), Recap previous lesson, vocabulary input
Pre-learning of new vocabulary, key spellings, alphabet strips.
Scribes, Tablets, differentiated work, picture prompts and stimulus, role play, craft

Targeted

All of the below:

Questioning, access to the curriculum and retrieval sessions, knowledge organisers, key vocabulary, brain dumps, vocabulary displayed on walls. Pedagogical approach: Link it, Learn it, Check it, Show it, Know it.
Age appropriate planning and expectations. Picture stimulus and historical sources, writing prompts and sentence stems from the teacher, differentiated work and personalised learning.

Universal