Ss Aidan & Oswald Roman Catholic Primary School
History Policy

SCHOOL POLICY STATEMENT

Our school is Catholic Primary School with a central purpose and Mission – to provide for our children an education in which the values taught to us by the great teacher, Our Lord Jesus Christ, are seen in every aspect of our school. It is our hope that our curriculum, our relationships, our play and our work, all reflect this message of love and wonder, from the beginning of the day to the end. We praise God, we give thanks for the gifts we all have, and we ask for His blessing every day as we grow and develop.

We marvel at the uniqueness of each one of us, each one so special, and each one so different. And so we try to reflect the way of the Lord with compassion, tolerance, support and the celebration of the successes and achievements of everyone in our school. We set out to do our best with the gifts we are given, knowing that God gives us our potential and knows each one of us in great and small detail. We want to be a beacon of hope in our community, where the Spirit shines through us, to all who come to know our school.

We have a special Mission Statement, prepared by the children, staff and governors – celebrated with our Parish Community which appears in this Policy. We hope it tells you about the special way we see our school.

Every school policy includes this introduction, as the Love of Christ touches every aspect of school life and every minute of each day.

D Halley September 2025

Introduction:

This policy outlines the teaching, learning and monitoring of History at Ss Aidan & Oswald's RC Primary. History is taught as a discreet subject and is taught in blocks. In the Early Years Foundation Stage, History is covered as part of the 'Understanding the World' area of learning.

The policy has been drawn up as a result of staff discussion and has the full agreement of the Governing body. The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the History co-ordinator.

Our Aims:

We aim to provide a high-quality History education that will:

- Inspire children's curiosity to know more about the past
- Engage children in historical enquiry (they will be able to ask perceptive questions, think critically, weigh evidence, sift through arguments, and develop perspective and judgement)
- Develop the children's sense of chronology regarding Britain's past and that of the wider world
- Help children to understand their own identity by studying local history enabling them to recognise their position in the community and the wider world
- Encourage thinking about how the past influences the present
- Allow children to explore the process of change
- Enable the children to make connections
- Develop the children's understanding and use of historical vocabulary
- Recognise and celebrate the diversity of societies and relationships between different groups.

Through History we can also:

- Promote and develop basic skills in literacy, numeracy and computing
- Develop critical thinking skills
- Provide a real context to explore issues raised in PSHE
- Promote awareness and understanding of gender, cultural, spiritual and moral issues
- Encourage the pupils to become active citizens.

Planning:

Teaching and learning in History complies with the school's Teaching and Learning Policy, where provision is made to engage, support and challenge all learners. The mode of working in History is a mix of whole class teaching, small group, paired and individual work.

At Ss Aidan and Oswald's, we have developed our History curriculum to meet the requirements of the National Curriculum and the needs of the children we teach. To ensure progression of historical knowledge, skills and understanding, History is taught over a series of weeks with lots of opportunities to review, consolidate and build on learning. To guarantee full coverage of the history curriculum, we explored the subject content outlined in the National Curriculum as a staff team and carefully chose which content would interest and engage our children. We then linked the key historical skills to each topic to ensure progression. To personalise our curriculum, we have planned for opportunities to make direct links to our locality in a number of units that we teach.

For specific coverage, please refer to the Curriculum Overview for History and the National Curriculum Programmes of Study.

Assessment:

Assessment within History reflects the schools' Assessment Policy. Evidence is gathered about what the children know, understand and can do. This is done before, during and after the teaching of a unit. Each lesson starts with a retrieval activity based on past learning and there will be history based questions included in the weekly class quiz. Children are actively involved in the assessment process and are encouraged to assess themselves and their peers regularly. Monitoring takes place throughout the year by the History co-ordinator to ensure there is full coverage, secure learning and clear progression across the school.

Evidence:

Learning in History is evidenced in History books and via classroom displays. Each teacher will display an interactive timeline in their room and add key learning to this across the year. The History co-ordinator will also gather evidence through pupil and staff voice throughout the year. Examples of learning in History is also shared with parents and the school community via the school website, X and Class Dojo.

Equal Opportunities:

In line with our Equal Opportunities Policy we are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability. Lessons are differentiated to meet the needs of all pupils and additional support is planned carefully to ensure equal access to learning. Pre-tutoring is used effectively to prepare children with SEN or EAL and allow them to participate more fully in lessons with a focus on vocabulary (see below for further information on adaptations in History).

Staff Development:

It is the responsibility of the History co-ordinator to keep up to date with developments in History education and training and share this with staff. Each year CPD will be delivered to the staff team to ensure the provision of a high quality History curriculum.

Resources:

Reading areas within classes are stocked with non-fiction books relating to topics and more non-fiction texts can be located in the library. In school there are historical artefacts and photographs to support teaching and learning and teachers and children have open access to the Internet. Teachers are encouraged to invite visitors into school, use loan boxes and plan local fieldtrips to support the teaching of History.

SEND

At Ss Aidan and Oswald's, we ensure that all pupils, including those with SEND, are in receipt of high quality teaching across all areas of the curriculum. Throughout the school, we make use of the EEF's 'Five-a-day' principle to ensure that high quality teaching improves outcomes for children with SEND. Teachers ensure that adaptive teaching strategies are utilised and implemented where required. Below are examples of strategies used and adaptations that can be made to the curriculum/task design, ensuring all staff are flexible and responsive in their teaching approaches to ensure the needs of all pupils are met. The information includes the four broad areas of need, potential barriers that children may face and adaptations that can be made to ensure every child's needs are met.

Cognition and Learning	
Barriers	Provision
Reading resource/ source materials. Recording of work using paper and pencil methods. Understanding the concept of time/ passage of time.	• Highlighting of key points to cue children in. • Whole class reading of source materials to support understanding. • Enlarging text and copying onto buff paper. • Use of visual and audio sources. • Shared reading opportunities to give children opportunity to practise. • Adapting reading materials such that they match pupils reading age/ability. • Alternative methods of communication such as comic strips, pictures, annotated drawings. • Use of word processor, speech to text software. • Use of peer scribe, adult scribe, my turn your turn approaches. • Broken down success criteria • Scaffolds for writing. • Visual timelines with known points in history from prior learning and personal experiences to use as reference. • Key 'time' vocabulary provided – then, now, before, after, past, - Key vocabulary cards with phrases (old, new, long time ago, before, after, past, present, then, now, BC, AD, decade, ancient, century).

Communication and Interaction	
Barriers	Provisions
Complex subject specific vocabulary/ new vocabulary. Participation in lessons which are largely discussion based.	• Pre-teaching of key vocabulary or sending home key vocabulary prior to the topic. • Support key vocabulary with symbols/visuals. • Assess child's level of prior knowledge and vocab before the topic. • Enable additional thinking/processing time. • Give the child a whiteboard or method of jotting down ideas to support their participation. • Communication fans and other prompts to signal 'agree/disagree/I have a question' using nonverbal methods. • Physical activities (such as corners) and multiple choice activities to demonstrate key knowledge and understanding.
Physical and Sensory	
Barriers	Provision
Being able to view artefacts and other visual resources. Sensory overload (feeling of old objects). Unusual/ unexpected noises (wartime topics in particular).	• Provision of high quality artefacts and visual/audio resources for children to explore using different senses. • Use of ear defenders or noise cancelling headphones. • Prior warning of anything unexpected. • Gloves to handle objects if sensory. • Removal to a space away from any smells. • Option to observe artefacts from a distance and relate/compare to a printed photo of the objects. • Consider pupil sensory audits and individual adaptations.
Social Emotional and Mental Health	
Barriers	Provision
Talking about the past could be a trigger for children when talking about their own past/ history. Talking about particular topics in history such as wartime topics could be a potential trigger for some children.	• Prior warning of any sensitive topics. • Liaison with parents/carers in advance of any sensitive/triggering topics • Method of communicating that a topic is becoming too much/child may need time out and an appropriate/identified place to go to if needed. • Opportunities to develop social skills including being taught these discretely to support engagement in group work and collaborative learning. • Use of PSHE to discuss healthy relationships, promote well-being and explore emotive topics within learning.