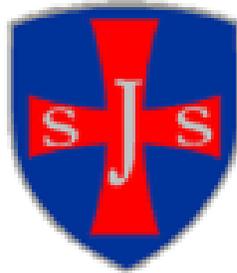


# St Joseph's Catholic Primary School

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## HISTORY POLICY

Adopted by the Headteacher: 25<sup>th</sup> May 2023

Signed:

A handwritten signature in blue ink, which appears to read 'J. Dunlop', is positioned above the printed name.

Name: Juanita Dunlop

Position: Headteacher

Date: 25.05.2026

Review Date: Summer 2026

Responsibility: Curriculum and Standards Committee

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*'Growing together with Jesus in  
our hearts, heads and hands.'*

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## **HISTORY POLICY**

### **MISSION STATEMENT**

Growing together on our journey of achievement with Jesus in our hearts, heads and hands.

### **POLICY STATEMENT**

At St Joseph's Catholic Primary School, we recognise that all subjects can be taught through the lens of our mission statement and charism– hearts, heads and hands (love, wisdom & action) as all three together play a significant part when learning. We therefore aim to provide an education that provides opportunities for pupils to experience:

- God's love: through this love, understand that we are empowered to love others, his creation and learning.
- God's wisdom: wisdom is a real-life process of cognitive integrations embodied in action which has a positive effect for oneself and others.
- God's workings and actions: our learning and lives are committed to the principles of [Catholic Social Teaching](#).

History provides opportunities to promote the following:

- **Hearts:** History gives us a sense of identity set within our social, political, cultural and economic relationships. It fires the children's curiosity about the past in Britain and the world.
- **Heads:** History is the study of real people, their thoughts, beliefs, emotions and actions; within the context of time. As such, we develop an understanding of what it means to be human; how we relate to others, the environment and problems we face and how this has been shaped by our collective past.
- **Hands:** History plays an essential part in preparing us for living and working in the contemporary world. As the children see the diversity of human experience and understand more about themselves as individuals, what they learn can influence their own decisions about personal choices, attitudes and values which follow the principles of CST.

### **STATEMENT OF INTENT**

The school's scheme of work allows the pupils to develop a crucial awareness and a natural curiosity about the past and how it was similar to/different from the present, pupils make sense of the environment in which they live.

#### **➤ OBJECTIVES**

- To introduce pupils to aspects of history as outlined in the National Curriculum Programmes of Study which set out the requirements of knowledge, skills and understanding.
- To encourage all children to have a lasting interest in and enjoyment of learning about the past.
- To develop a sense of chronology, recognising how time has passed and then developments that have been made along the way.

- To enable all children to make thoughtful use of a variety of sources and evidence.
- Understand that people interpret the past differently.
- Use different ways to present their ideas.
- To enable all children to communicate their ideas in a variety of different ways, encouraging them to reach the highest standards of achievement.

To develop children's inquiry skills by encouraging them to question and interpret how and why things happen and what the consequences have been.

## **IMPLEMENTATION**

### ➤ **PLANNING**

The history curriculum is organised on a topic basis. Each topic has specific substantive concepts that are integral to the understanding of the unit. Key questions are then developed from these concepts and all learning steps are carefully designed to in order to answer the questions. Teachers use a variety of approaches to cater for different learning styles including individual/group/class investigations, use of story, role play, artefacts, assemblies, visitors and visits to sites of historical interest.

### ➤ **RESOURCES**

Planning includes an expectation for pupils to use a variety of resources across the school including artefacts, fiction and non fiction texts, documents, ICT, photographs, pictures, paintings, music, visits to historical sites and visits from outside speakers. Resources are stored in the appropriate classroom.

## **HEALTH AND SAFETY**

All staff follow the school health and safety policy and off site visits are undertaken with due regard to the L.A. guidelines and our Off Site Visits Policy.

## **IMPACT**

The impact of our scheme will be seen through improved knowledge of how the world worked in the past. The pupils will begin to explain their interpretations of the events in the past. The pupils will express crucial awareness and a natural curiosity about the past and begin to understand how our shared past has influenced our world today.

We want to ensure that History is loved by teachers and pupils across the school.

### ➤ **ASSESSMENT**

The impact of the scheme of work can also be seen through the assessment of History. Each unit has a clear set of key questions based on the substantive concepts focused on during the unit. The pupils' assessment is based on their ability to answer these

questions which will be evident in the work they produce. Disciplinary knowledge will also be assessed, and feedback passed on to the next teacher to build on.

Reviewed by A. Tanzer

Policy to be reviewed every three years.

Policy to be the responsibility of Curriculum & Standards Committee