History Policy 2026

St John Vianney Primary School

History Policy

Being SJV

Sincere † Joyful † Virtuous

Vision

At St John Vianney Primary School, we aim to inspire a curiosity about the past, helping every child to understand how history has shaped our world. Through engaging and inclusive learning experiences, pupils develop historical knowledge, critical thinking skills and a lifelong appreciation of history.

Intent

At St John Vianney Primary School, our key aims in History are to ensure that our students experience a wide breadth of study and have, by the end of each key stage a depth of knowledge in key historical concepts.

We have adapted our History curriculum to distinguish between topic areas to focus on historical concepts and allow for a breadth of high quality learning in areas that are ambitious and appropriate to each year group, while also making links to our local area. Our topics are informed by the National Curriculum and designed to cater for the needs of all children through inclusive practice.

We use the National Curriculum to shape the content and the high expectations of our curriculum. By the time children leave St John Vianney, they will have developed their critical thinking skills and hold an understanding of how history has shaped the world we live in today.

Curriculum Aims

By the end of primary school, pupils will:

- understand the importance of the past
- appreciate diverse histories
- think critically about evidence and interpretation
- have developed as curious, knowledgeable and reflective learners

Implementation

Curriculum Structure

History topics are taught in the first half term of every term, with three units over a year. Units are taught as a progressive sequence and should be taught as discreet lessons. Lessons should be taught following the end points as mapped out by the Subject Lead. Lessons will follow the sequence laid out ensure progression is made over a topic. Knowledge organisers should show the key substantive and disciplinary knowledge expected for the duration for the topic. They will also show the key vocabulary that will be covered during lessons. All knowledge organisers will have a linked timeline of key events and in each classroom (Y2-6) a timeline of British History will be displayed for comparison.

Tasks may include fluency reading tasks, comprehension, timelines, presentations, model making, voice notes, labelled diagrams, venn diagrams, art links, recordings, among many other methods of communicating their learning. Children with SEND and EAL often receive additional support during the lessons and (when required) use differentiated methods of recording which will allow them to achieve.
Excellence in History is celebrated on displays within school and certificates can be awarded for excellence in History. Children with a particular interest in History can nominate themselves as the class History Ambassador.

Early Years Foundation Stage

Although History is not taught as a discrete subject within the Early Years Foundation Stage, the foundations of historical understanding are developed through the **Understanding the World** area of learning. Children begin to make sense of their own lives and the lives of others, developing an awareness of the past through meaningful, experience-based learning opportunities.

In EYFS, children are encouraged to:

- Talk about members of their immediate family and community.
- Discuss events that have happened in their own lives and compare these with events from the past.
- Explore changes over time through photographs, stories, artefacts, toys and objects from different periods.
- Listen to and engage with stories, both fiction and non-fiction, that help them understand similarities and differences between life now and in the past.
- Develop a sense of chronology by sequencing familiar events and discussing terms such as before, after, past, present and long ago.
- Celebrate and learn about significant events, festivals and traditions from their own cultures and those of others.
- Ask questions, make observations and share their ideas about how people lived in the past.

Teaching and Learning

Teachers use a range of teaching approaches to ensure all pupils can succeed, including:

- Direct instruction and modelling.
- Role play
- High quality texts
- Exploration of historical artefacts and photographs
- Collaborative learning and discussion.
- Practical, hands-on activities.
- Problem-solving opportunities.
- Independent exploration and enquiry.
- Retrieval practice and regular revisiting of key knowledge.
- Opportunities for reflection and evaluation.
- Visits, visitors and experiences that support children's understanding of change over time

Resources

To support high-quality history teaching, a wide range of resources are used across the school, including artefacts, photographs, maps, timelines, books, digital media, primary and secondary sources, educational visits and visitors. These resources provide children with opportunities to investigate the past, develop historical enquiry skills and build a rich understanding of local, British and world history.

Inclusion

SEND

At St John Vianney Primary School, we are committed to ensuring that all pupils, including those with Special Educational Needs and Disabilities (SEND), can access and enjoy the History curriculum. Teaching is adapted to meet the needs of individual learners, enabling every child to achieve success and develop as a historian.

Teachers use a range of inclusive strategies to support pupils with SEND. These may include:

- Adapting learning activities to meet individual needs and abilities.
- Providing appropriate scaffolding, such as writing frames, visual organisers, word banks and timelines.
- Using a range of visual, auditory and practical resources to support understanding.
- Pre-teaching and revisiting key historical vocabulary and concepts.
- Offering adult support where appropriate to facilitate engagement and learning.
- Breaking learning into smaller, manageable steps.
- Providing opportunities for hands-on learning through artefacts, role play, educational visits and digital resources.
- Making reasonable adjustments to ensure all pupils can access historical enquiries, discussions and recording activities.

Through these inclusive approaches, all pupils are encouraged to develop historical knowledge, enquiry skills, confidence and a curiosity about the past.

Disadvantaged Pupils

At our school, we are committed to ensuring that all pupils, including those who are in receipt of Pupil Premium funding, have equal access to a broad, balanced and ambitious History curriculum. We recognise that cultural capital and enrichment opportunities play a vital role in helping children understand the world and their place within it.

To support disadvantaged pupils, we:

- Maintain high expectations for all learners and provide appropriate challenge and support.
- Ensure all pupils can access high-quality teaching, learning resources and enrichment opportunities.
- Carefully consider potential barriers to learning when planning and delivering lessons.
- Use a range of teaching strategies, including vocabulary development, scaffolding and retrieval practice, to support knowledge acquisition and retention.
- Provide access to educational visits, visitors and curriculum experiences wherever possible.
- Promote cultural capital by exposing pupils to a wide range of historical periods, people, perspectives and experiences.
- Monitor attainment and progress to identify and address gaps in knowledge and understanding.
- Foster confidence, engagement and curiosity, enabling all pupils to participate fully in historical enquiry and discussion.

Through these approaches, we aim to ensure that disadvantaged pupils develop the historical knowledge, skills and cultural awareness needed to achieve well and succeed in their future education and life beyond school.

Higher Attaining Pupils

Challenge in History is provided through carefully planned enquiry-based learning that encourages pupils to analyse evidence, evaluate sources, make comparisons, consider different interpretations and justify their conclusions. Pupils are given opportunities to think critically, ask perceptive questions and deepen their understanding of the past through increasingly complex historical enquiries.

Enrichment

We seek to inspire pupils beyond the classroom through a range of enrichment opportunities, which may include:

- Trips to historical sights
- Visits to places of historical significance in our local area (Blackpool)
- Workshops
- Homework projects

Impact

The impact of our History offer is to develop a genuine enjoyment of history and a secure understanding of their place within the historical timeline of Britain and the wider world. Through engaging and meaningful learning experiences, pupils gain an appreciation of the past and develop an understanding

of how historical events have shaped both national and local communities. By studying significant events, people and places, children are encouraged to explore and value the rich history of their local area.

Progress in history is monitored and assessed through regular review and evaluation of pupils' learning, in line with our curriculum and assessment policies. This ensures that knowledge, understanding and historical skills are developing progressively across the school. Assessment is informed through:

- Reviewing pupils' work to identify the development of knowledge, skills and understanding over time.
- Observing pupils' engagement, participation and application of skills during lessons.
- Discussing learning with pupils to assess their historical knowledge, understanding and ability to make connections between different periods and events.

These approaches enable us to ensure that children are making sustained progress and developing as confident, reflective and inquisitive historians.

Assessment and Monitoring

Assessment in history is an ongoing process that enables teachers to monitor pupils' progress, identify misconceptions and ensure that all children develop the knowledge, skills and understanding expected for their age.

Assessment for Learning (Formative Assessment) takes place throughout lessons and may include:

- Effective questioning to check understanding and encourage historical thinking.
- Observation of discussions, debates and collaborative activities.
- Analysis of pupils' responses during tasks and investigations.
- Retrieval activities and quizzes to assess retention of previously taught content.
- Self-assessment and peer assessment opportunities.
- Feedback that helps pupils understand how to improve their historical knowledge and enquiry skills.

Summative Assessment is used to evaluate pupils' attainment at the end of a unit, term or academic year and may include:

- Written outcomes and extended historical writing.
- Historical enquiries and investigations.
- Presentations, projects and exhibitions.
- Knowledge quizzes and assessments linked to unit content.
- Teacher assessment against year-group expectations.

Feedback is provided to pupils in accordance with the school's Marking and Feedback Policy. This includes written and verbal feedback which supports children in understanding their progress, celebrating their achievements and identifying next steps in their learning.

Monitoring

Monitoring ensures that the history curriculum is effectively implemented and that pupils make strong progress. Monitoring activities may include:

- Lesson observations and learning walks.
- Scrutiny of pupils' work and assessment records.
- Pupil voice interviews to gather children's views about their learning.
- Planning reviews to ensure curriculum coverage and progression.
- Analysis of assessment data to identify strengths and areas for development.
- Professional discussions between teachers and subject leaders.

The History Subject Leader will regularly monitor teaching, learning and outcomes in history, providing support, guidance and professional development where necessary. Findings from monitoring activities will inform future curriculum development and contribute to the school's ongoing improvement priorities.

Assessment information is used to ensure that all pupils, including those with SEND and disadvantaged pupils, are appropriately supported and challenged, enabling every child to achieve their full potential in history.

Conclusion

At St John Vianney Primary School, through high-quality teaching and meaningful historical experiences, we aim to inspire every child to learn from the past, understand the present and shape the future.