



St. Paul's Catholic Junior School
History Curriculum and Teaching
Policy
October 2025

'Learning from the example of Jesus, our school will be a place where everyone feels loved, valued and encouraged to be and do the best they can.'

Reviewed and agreed by governors	November 2025
Next review	October 2027
Headteacher	J. Luck
Chair of governors	M. Evans

Programme of study (National Curriculum 2014)

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Intent

There are several key concepts which drive the History curriculum at St. Paul's:

1) MISSION STATEMENT

At St. Paul's Catholic Junior School, everything that we do centres around our Mission Statement:

'Learning from the example of Jesus, our school will be a place where everyone feels loved, valued and encouraged to be and do the best they can.'

We live out this mission statement through developing an ethos and curriculum that encourages our pupils to **be kind, be respectful and be resilient**. As a Catholic school, we believe that fostering a knowledge of Christ and nurturing the spiritual, personal, moral and cultural development of our pupils is fundamental to all that we do.

2) KNOWLEDGE RICH AND HUMANITY RICH

Our History Curriculum uses the National Study Programme of Study and content as its basis, whilst promoting our key values of kindness, resilience and respect. We aim for all our children to be independent, active, responsible, articulate and confident citizens of the future. Our approach to history is both knowledge rich, covering the objectives of the National Curriculum, but also humanity rich, ensuring that our children receive a high quality history education which offers the foundations for understanding how the past can influence our choices today. Through studying the diversity of human experience, we aim for them to understand more about themselves as individuals and as members of wider society. We ensure pupils encounter **a range of perspectives** and voices within history, including marginalised or under-represented groups, enabling them to appreciate the complexity and diversity of past societies. In line with our

Curriculum Policy and following the pedagogy of 'Heathcote's Continuum of Engagement', we seek for children to be actively invested in their learning, encouraging a 'botheredness' mindset which promotes both the retention and application of their knowledge, skills and understanding in making a positive difference to their own lives, their community and the wider world.

At St. Paul's, through quality first teaching, we apply a progressive model of history teaching, through which children develop a coherent and chronological framework for their knowledge of significant events and people; historical interpretation and the skills of enquiry. Units are designed to **avoid superficial or tokenistic coverage (pyramids and mummies)**; instead, pupils explore the depth and complexity of past societies (Ancient Egyptians), including their political, social, cultural and economic features.

We aim to develop our students' curiosity about and understanding of key events, embedding these within the child's memory, enabling children to build connections with their own and the local past, and then encouraging them to relate these to present situations within their own lives and in the world.

We recognise that there is no one correct way of interpreting history, and we aim for all our children to explore different ways of looking at the past by using the key skills of question, comparison and debate. We believe that the teaching of historical enquiry skills, where the children research, sort evidence and argue a point of view, also fosters skills which can be used both now and in their adult futures to make a difference in the world.

Exposing pupils to the wealth of diversity in History also forms a large part of a 'knowledge and humanity rich' curriculum. We aim for pupils to experience learning based around people and civilisations from a wide range of cultures and backgrounds, challenging stereotypes and generalisations.

3. ORACY

Oracy runs as a thread throughout the entire curriculum, but opportunities to develop these skills further are embedded into History lessons, to encourage our pupils to acquire a strong command of the subject specific vocabulary and to develop the ability to articulate their opinions and ideas

with clarity and confidence. We aim to promote a talk and vocabulary rich environment in all lessons.

4. RESILIENCE

We promote a growth mindset attitude which encourages perseverance when challenges arise.

5. MENTAL WELL BEING

We aim to promote positive self-esteem in all lessons, encouraging a love of learning and praising pupils' successes. British Values are central to our whole curriculum approach.

6. TRANSITION

We aim to work closely with our feeder Infant school, enabling a smooth transition in skills and knowledge from KS1 to KS2. We also aim to ensure that pupils' History skills in all areas prepare them for the demands of KS3.

We are committed to weaving career related learning through our History curriculum to prepare all of our pupils for the future.

In all History lessons, we highlight and reference nine key life skills:

- **Listening:** ability to listen critically to others
- **Presenting (speaking):** speaking clearly & ability to present oneself
- **Problem Solving:** finding many solutions to a problem
- **Creativity:** thinking of new / different ways to do things
- **Staying Positive:** being resilient in challenging situations
- **Aiming High:** aspiring to do your best in any task/ career
- **Teamwork:** being able to get along with others
- **Leadership:** ability to make difficult decisions and get support from others
- **Adaptability:** ability to thrive and cope in changing conditions

Implementation

History is taught throughout the year, with each year group completing one topic a term. Within our curriculum, the key knowledge and skills for each year group for both disciplinary and substantive knowledge can be seen in our progression maps. These have then been broken down into topics in our long term planning, which class teachers then use to plan progressive and engaging lessons. Our approach is generative, enabling pupils to make links between new and existing knowledge to aid retention. By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day. We expect them to be able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece, Egypt and the Kingdom of Benin. Retrieval quizzes on prior learning across the school also take place at the start of each lesson, as we know that the act of recalling information strengthens memory, allowing knowledge to move into the long term memory.

Teachers apply a range of strategies within lessons to enable the children to become invested in their education. Much of our pedagogy is based upon Rosenshine's Principles for Learning, aiming to promote retention of knowledge and allow all pupils to access learning. Dilemma led learning, drama and 'mantle of the expert' as well as artefact/source analysis are all selectively used by teaching staff to provide a purpose and a structure for curriculum learning. We promote a growth mindset attitude which supports perseverance when challenges are faced.

Linking in with our curriculum intent, we believe that it is vitally important for children to develop their own opinions and voice about history, the impact that key events had upon communities and the world and how this relates to the children's own lives today. In order to facilitate this, Oracy is promoted within history lessons.

Both vocabulary development and reading are integral to the teaching of history within St. Paul's. Progression maps for vocabulary are used to ensure prior learning in this area is built on from year to year. Vocabulary is also progressively taught between lessons in each topic and is evident on the history displays that are used within each classroom. A range of quality primary and secondary text based sources are used within lessons across the school to enrich the children's experience and to promote the application of reading skills.

Assessment

The monitoring cycle is set out by the senior leadership team at the beginning of each academic year. Monitoring includes book scrutinies, lesson observations, learning walks and pupil/staff voice surveys. All monitoring undertaken helps to improve our practice, with the aim of bettering the outcomes for our pupils.

Formative assessment is an integral part of daily lessons and is first and foremost the essence of helping our pupils to make instant progress in both disciplinary and substantive knowledge. This assessment in History aims to **identify specific gaps or misconceptions in pupils' historical knowledge**. We assess both their recall of core knowledge and their disciplinary understanding — for example, how they use evidence or justify historical claims. We use live marking and verbal feedback in all lessons to enable teachers to target next steps for pupils effectively. Opportunities for children to review and improve their learning are embedded into each lesson.

Termly data drops take place for History. These provide a 'snapshot in time' of pupils' understanding related to the set out objectives of the curriculum that has been delivered. To aid teachers in making judgements, internal standardisation takes place each term for History, with teachers across the school reviewing and moderating a selected sample of pupils' work to against the relevant progression map objectives. Both the data drops and standardisation receipts help the subject lead and SLT to analyse current trends and hone in on vulnerable groups that might require further support or intervention.

Implementation regarding SEND and inclusion

Teachers at St. Paul's Junior School consistently plan from the outset, set high expectations, suitable challenges and remove any barriers for learning, for all pupils. We firmly believe that 'good teaching for pupils with SEND is good teaching for all' (EEF 2020). Quality First Teaching is paramount to this and teachers will also encourage and support independence wherever possible so that the children are able to learn more, complete more independently, remember more and prepare for the tomorrow. Many of our strategies are based on Rosenshine's Principles for Learning and are also in line with EEF guidance on high quality teaching and special educational needs in mainstream settings (2021). Retrieval practice is central to our approach, as we recognise that new learning is fragile and that knowledge must be revisited to embed it and help children commit learning to long term memory. Our classroom environments support the children's long term learning as much as possible. Display boards within all classrooms are added progressively from lesson to lesson in topics with key vocabulary. These can then be referred back to in the next lesson to promote sticky learning and to scaffold all children in retaining key

language and information. Retrieval quizzes at the start of lessons ensure that prior learning is revisited. Our curriculum is designed in such a way as to ensure that prior learning is revisited and can be progressively built upon.

Teachers ensure that pupils with SEND access the same core historical knowledge as their peers, supported through adapted instruction rather than a reduced curriculum offer. We make explicit links between new and previously taught content so that pupils with SEND develop a secure and coherent sense of the past.

Teachers use appropriate assessments to help inform their planning, this way a person-centered approach ensures progress is made and makes their learning a personalised experience. This approach is used for all pupils in the class, focusing particularly on the following groups of children:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)
- Pupil premium children
- Pupils with summer birthdays

Teachers will plan lessons so that pupils with SEND are able to successfully access the History curriculum and ensure that there is no ceiling placed on their learning or what they can achieve. This includes promoting independence and allowing the children to feel a sense of equality and belonging in their classroom environment. We aim for all children, as far as possible, to be able to access learning in lessons.

Teachers explicitly **support pupils with SEND in developing both substantive knowledge** (the people, events and ideas of the past) and **disciplinary knowledge** (how historians use evidence, interpret events and form arguments).

Adaptations allow pupils with **SEND to take part fully in historical enquiry**, including analysing sources, exploring interpretations and forming simple historical arguments.

Teachers check for and address misconceptions—particularly those relating to chronology, cause and consequence, change and continuity, and historical interpretations—to ensure accurate and secure knowledge.

The children are supported in many different ways and this support is adjusted according to the children's needs and their way of learning, processing information and recording their work. These strategies include:

- Oral rehearsal of sentences before committing ideas to paper.
- Vocabulary written on board for all children to access (or on a whiteboard for a specific child/group).
- Screen shots taken of board work and placed in front of the children on an ipad.
- Extra/focused explanation.
- Video recording of work if writing is an issue/use of speech notes on Book Creator.
- Modelling of work before asking children to complete it.
- Sentence stems written on board to help children to frame their answers.
- Step by step instructions for a task. These can be voice recorded if needed.
- Tasks chunked with breaks as required.
- Use of a task organiser to increase independence levels.
- Use of concrete resources where needed.
- Overlearning and precision teaching of facts and information needed for the topic.
- Additional time to complete tasks and process information if needed.
- Use of concept cartoons to promote critical thinking.
- Peer/group work (particularly structured talk).
- Visual formats to help them to manage their time more effectively.
- Speaking slowly and getting children to confirm his understanding by asking questions regularly.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English; our whole school focus on Oracy is an important level of support for these children. This enables teachers to support pupils to take part in all subjects. Oracy strategies are deliberately used to enable SEND and EAL pupils to articulate historical ideas, take part in debates and develop accurate historical language. Teachers draw on secure subject knowledge when explaining historical concepts, ensuring precise, accurate teaching that supports SEND pupils in understanding complex ideas.

Impact

In History at St. Paul's, we ensure that all students are exposed to rich learning experiences that:

- Enable all students to make good progress in their historical knowledge, skills and vocabulary from whatever the students starting point may have been. We define good progress as knowing more and remembering more. It is the widening of knowledge, skills, understanding and behaviours.
- Provide pupils with an historical language rich experience, enabling them to communicate their opinions and understanding about the past in a range of contexts.
- Encourage children to take an interest in the past and a curiosity about the different and diverse experiences of people throughout history.
- Encourage pupils to relate events of the past to their own experiences, or to experiences of those in their communities and the wider world. To be inspired by this to make a positive difference in their own lives, within society and to the world around them.
- Prepare children for the next stage in their lives, particularly for further study in KS3, but also with skills that they can take forward into their future careers.