

LONDON BOROUGH OF HAVERING



**LA SALETTE CATHOLIC
PRIMARY SCHOOL**

HISTORY POLICY

AUTUMN 2025

La Salette Catholic Primary School Mission Statement

**“Loved by Jesus and Our Lady of La Salette,
we grow and learn together in joy and friendship.”**

Vision

At La Salette Catholic Primary school, we aim to inspire pupils to be curious and creative thinkers who develop a complex knowledge of local and national history and the history of the wider world. We want pupils to develop the confidence to think critically, ask questions, and be able to explain and analyse historical evidence.

We aim to build an awareness of significant events and individuals in global, British and local history and recognise how things have changed over time. History will support children to appreciate the complexity of people's lives, the diversity of societies and the relationships between different groups. Studying History allows children to appreciate the many reasons why people may behave in the way they do, supporting children to develop empathy for others while providing an opportunity to learn from mankind's past mistakes. The History scheme aims to support pupils in building their understanding of chronology in each year group, making connections over periods of time and developing a chronologically-secure knowledge of History.

We hope to develop pupils' understanding of how historians study the past and construct accounts and the skills to carry out their own historical enquiries. In order to prepare pupils for their future learning in History, our scheme aims to introduce them to key substantive concepts including power, invasion, settlement and migration, empire, civilisation, religion, trade, achievements of humankind, society and culture.

Aims and Objectives

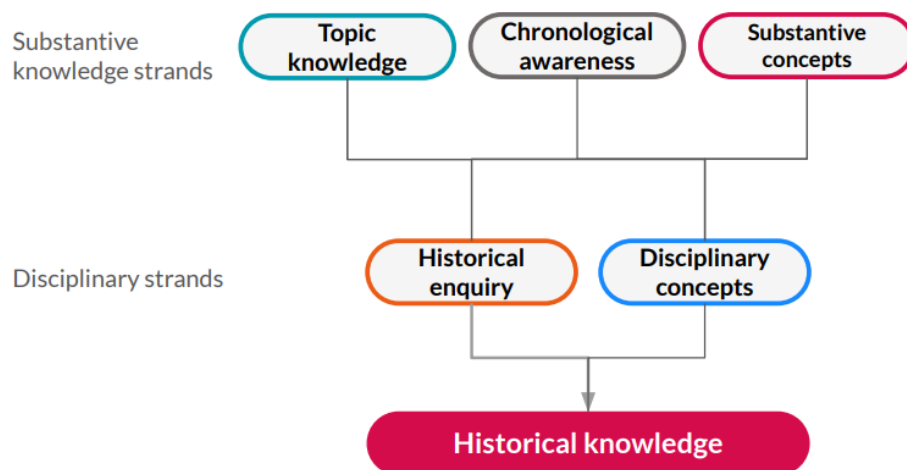
The National Curriculum for History aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed History – key stages 1 and 2
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international

history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Teaching and Learning in History

In order to ensure that we successfully implement the National Curriculum we follow the History scheme offered by Kapow. This scheme has identified the following strands:



The Kapow Primary scheme emphasises the importance of historical knowledge being shaped by disciplinary approaches, as shown in the diagram above. These strands are interwoven through all our History units to create engaging and enriching learning experiences which allow the children to investigate history as historians do. Each unit has a focus on chronology; children identify the time they are studying and compare it to other parts of the world. Children reflect on key experiences and engage in activities that compare and contrast.

Lessons are designed to be varied, engaging and hands-on, allowing children to experience the different aspects of an historical enquiry. In each lesson, children will participate in activities involving disciplinary and substantive concepts, developing their knowledge and understanding of Britain's role in the past and that of the wider world. Children will develop their knowledge of concepts and chronology as well as their in-depth knowledge of the context being studied.

Curriculum Planning

As a school, we use the Kapow scheme for planning and teaching history, this ensures consistency in all areas and that all areas of the National Curriculum and our vision are covered.

The Foundation Stage

We teach History in the Reception class as an integral part of the topic work covered during the year. As the Reception class is part of the Foundation Stage of the National Curriculum, we relate the History side of the children's work to the objectives set out in the Early Learning Goals (ELGs), which underpin the curriculum planning for children aged four to five. History makes a significant

contribution to developing a child's knowledge and understanding of the world, through activities such as dressing up in historical costumes, looking at pictures of famous people in history, or discovering the meaning of vocabulary ('new' and 'old', for example) in relation to their own lives. Through their play they will be encouraged to investigate and become familiar with their surroundings and will find out about past and present events in their own life, and those of family members. Stories will play an important role in developing cultural awareness and will be used as a starting point to talk and find out about people from around the world. The organisation of the Foundation Unit includes role play, reading and writing areas to enable children to develop these skills independently, as well as with an adult.

History and Inclusion

All children will be given access to History irrespective of race, gender, creed, level of ability or nationality. Mutual respect and tolerance for all cultures will be promoted through the study of History. This corresponds with the school's curriculum policy of providing a broad and balanced education to all children, and our mission statement. Through our History teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents and those learning English as an Additional Language. We take all reasonable steps to achieve this. For further details see separate policies: Special Educational needs; Disability Equality; Gifted and Talented; English and an Additional Language (EAL).

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessments made by teachers against the New Curriculum attainment targets allow us to consider each child's attainment and progress in relation to the expected levels that should be achieved at the end of the year. This helps ensure that our teaching is matched to the child's needs.

Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to History.

We enable all pupils to have access to the full range of activities involved in learning History. Where children are to participate in activities outside the classroom, for example, a visit to a museum or historical site, we carry out a risk assessment prior to the activity to ensure that the activity is safe and appropriate for all pupils.

Assessment of History

The teaching of History scheme can be constantly monitored through both formative and summative assessment opportunities. Each lesson teachers can assess pupils against the learning objectives. Furthermore, each unit has a skill catcher and knowledge assessment quiz which can be used at the end of the unit to provide a summative assessment.

At the end of a whole unit, the teacher makes a summary judgement about the work of each pupil. These judgements are based on whether the child is below, at, or above the expected level according to the New Curriculum. We pass this information on to the next teacher at the end of the year and to parents in an annual written report.

The History Subject coordinator keeps samples of children's work in a portfolio. These demonstrate what below, at, and above the expected level of achievement look like in each year group. The portfolio also contains other evidence of History teaching in the school, such as photographs of educational visits and celebrations.

Resources

There are sufficient resources for all History teaching units in the school. We keep these in a central store which is easily accessible. The library contains a good supply of topic books to support children's individual research. The Kapow scheme enables the school to have access to many resources, sources, presentations and videos.

Trips

Trips are integral to history teaching at La Salette, we include as many opportunities as we can to involve children in practical historical research and enquiry.

Monitoring and Reviewing of Subject

The work of the subject coordinator also involves supporting colleagues in their teaching, lesson observations, book scrutinies and assessment monitoring and recording to ensure good outcomes. CPD is undertaken by staff to ensure excellent subject knowledge and ongoing professional development.

Links with parents and home learning

History homework is set as an option for the children to complete as part of the half-termly homework.