



Saint Michael Catholic Primary School

History Subject Policy

Mission Statement:

Excellence • Enrichment • Enjoyment

September 2025

Date for review: September 2026

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1. Aims

Intent - What are we trying to achieve?

We understand that learning history is extremely important as it inspires pupils' curiosity to know more about the past so they understand the present and can influence the future. Teaching equips pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. By the end of Key Stage 2, we aim for our Pupils to use historical terminology and a wide vocabulary to describe historical events, people and features. Pupils will understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims and that some claims can be biased. They will have an appreciation and understanding of important people and events in history, both locally and globally, and how we can learn lessons for our society and our own lives. We aim for our children to develop a secure chronological understanding of all the periods studied.

Implementation – How is the curriculum being delivered?

We have analysed the national curriculum programme of study for history and broken down the content into objectives for each year group on a Progression Map. In addition, we have created a bespoke set of topics that are pertinent to our local history and we believe are important for our children to know about.

A Curriculum Map outlines how the curriculum is organised into themes and topics across the school. Each theme or topic focuses on a specific element of the national curriculum programme of study. The Curriculum Map is shared on the school's website so that parents are able to support their child's learning at home.

Teachers create Knowledge Organisers for topics which share key vocabulary and processes involved in the unit. These are kept on children's tables throughout the topic, and are shared on the website.

Teachers use a variety of resources to plan, teach and assess lessons, most notably KAPOW and the Key Stage History website. We also have a bespoke time line along our main school corridor. This is used as a teaching resource as it covers the historical periods studied across our curriculum and supports the pupil's chronological understanding.

Geography, writing, art & design, design & technology and drama will be closely linked with history as children use these subjects freely to communicate what they have learnt. On every appropriate occasion, teachers will use first-hand experience, The Imaginarium, visits, visitors, artefacts, and the local and wider environment to engage children's interest and imagination. We are members of local museums such as Chertsey Museum, who are able to support the curriculum with resource boxes of artefacts and speakers.

Teachers will create a Planning Overview for each topic and subject leaders will ensure there is clear progression in learning across the year groups and that the national curriculum programme of study is taught.

Pupils will be given feedback for each piece of work so that they can make rapid and sustained progress over their school life.

Impact - What difference is the curriculum making?

Pupils love history! They gain a coherent knowledge and understanding of Britain's past and that of the wider world. They understand 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. Pupils 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. Pupils are able to frame historically-valid lines of enquiry and create their own structured accounts, including written narratives and analysis.

History will promote the pupil's spiritual, moral, social and cultural development by helping them understand the past and consider the ethics of decisions that were made and events that occurred. This will help them see that decisions are made by leaders and individuals based on moral principles.

History will promote British Values by ensuring children learn about the history of our country so they can understand the present country we live in. They will recognise that the multi-cultural country we live in should be appreciated and respected.

History will help pupils develop a Growth Mindset by encouraging the children to see that the problems that face individuals and societies can be solved through determination, perseverance, teamwork and strong leadership.

2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all Voluntary Aided schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

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In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3. Roles and responsibilities

3.1 The governing body

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

A robust framework is in place for setting curriculum priorities and aspirational targets

Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements

At least 10% of the curriculum is dedicated to Religious Education

Provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)

The school implements the relevant statutory assessment arrangements

It participates actively in decision-making about the breadth and balance of the curriculum

It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met

The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board

Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum

They manage requests to withdraw children from curriculum subjects, where appropriate

The school's procedures for assessment meet all legal requirements

The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum

The governing board is advised on whole-school targets in order to make informed decisions
Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Subject Leader

The subject leader is responsible for leading and managing their subject. They will ensure that:

They create a Subject Leader Action Plan, which forms part of the School Improvement Plan. The Subject Leader Action Plan outlines the key actions and success criteria for each academic year.

The Subject Leader Action Plan is shared with governors once a year so that they have the opportunity to scrutinise subject leaders.

The attainment and progress of the pupils across the school are analysed at least three times a year and feedback to governors is given once a year.

Staff are confident in teaching their subject across the school. They will offer support, guidance and arrange training when needed.

Resources to support teaching, learning and assessment are in place for their subject. They will need to manage their allocated budget so that the actions set out in the Subject Leader Action Plan and School Improvement Plan can be met.

Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

4. Teaching, Learning and Assessment

Annual subscription to Chertsey Museum. This enables teachers to benefit from resource boxes, visitors and workshops.

History will promote pupil's spiritual, moral, social and cultural development by enabling children to understand significant aspects of the history of the wider world.

History will promote British Values by enabling children to understand the history of these islands from the earliest times to the present day. Children will also learn how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.

History will also promote British values by developing pupils' tolerance of other cultures when learning about the history of Britain, as well as that of the wider world.

History will help pupils develop a Growth Mindset by encouraging children to develop their own historically valid questions about change, cause, similarity and difference, and significance. Children should then be able to construct informed responses that involve thoughtful selection and organisation of relevant historical information.

A Curriculum Map will be shared on the school's website so that parents are able to support their child's learning at home.

Teachers will create a medium-term plan and subject leaders will ensure there is clear progression in learning across the year groups and that the national curriculum programmes of study are taught.

Teachers will create a weekly plan tailored for their pupils and differentiated appropriately so that all pupils are challenged to meet or exceed age-related expectations.

Pupils work will be marked and assessed in accordance with our Feedback and Assessment Policy.

Homework will be set in accordance with our Homework Policy.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious goals and plan challenging work for all groups, including:

More able pupils

Pupils with low prior attainment

Pupils from disadvantaged backgrounds

Pupils with SEN

Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

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, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- *Meeting with subject leaders*
- *Monitoring books*
- *Interviewing pupils*
- *Scrutinising parent, staff and pupil surveys*
- *Visiting the school to monitor the quality of teaching and audit the books*
- *Attending the School Improvement Evening where all subject leaders share their subject action plans*

Subject leaders monitor the way their subject is taught throughout the school by:

- *Scrutinising planning & books*
- *Conducting learning walks*
- *Observing lessons*
- *Professional dialogue with staff*
- *Interviewing the pupils*
- *Ensuring that staff are trained*

Subject leaders monitor the way their subject is taught throughout the school by also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by the subject leader. At every review, the policy will be shared with the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Feedback and Assessment Policy
- SEN policy
- Homework Policy