

OUR LADY OF LOURDES RCPS HISTORY POLICY

Policy approved by: Governors	Date: February 2026
Last reviewed: February 2026	
Next review: February 2028	

Mission Statement

We follow in the footsteps of Jesus to love, learn and grow.

Our Own Grown Curriculum

Our own grown curriculum provides every child with a Catholic education based on the life and teachings of Jesus Christ in which our schools Mission Statement and the Gospel Values underpin all aspects of school life.

We recognise and celebrate that every child is made in the image and likeness of God. Our curriculum is inclusive and meets the needs of every child in our school.

We have grown a curriculum that is progressive and sequential, creative, challenging, fun and enriching. The curriculum provides every child with the knowledge, skills and experiences to become excellent lifelong learners and equip them to embrace the diverse and ever changing world that we live in.

Purpose of this policy

This policy reflects the aims and values of Our Lady of Lourdes RCPS. It ensures all stakeholders, including staff, governors, parents and children, are working towards the same goals.

The purpose of this policy is to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment
- Demonstrate adherence to the National Curriculum objectives and guidelines
- Provide clear information to parents and carers about what their children will be taught
- Allow the governing board to monitor the curriculum

Our Vision

At Our Lady of Lourdes RCPS, we believe that a high-quality history education will help children to gain a coherent knowledge and understanding of Britain's past and that of the wider world. History inspires children's curiosity to know more about the past. Our teaching will equip children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps children 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.

Aims and outcomes

By the end of Year 6, children should:

- 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
- Be able to use 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
- Have 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 of History

EYFS – History is taught as focused lessons within the strand of 'Understanding The World' in EYFS. This is to prepare the children for their history learning journey throughout Our Lady of Lourdes. Continuous provision opportunities are used to enhance teaching and for the children to apply their learning with independence. Teachers use their professional judgement to complete EYFS profile assessments to document what a child knows, understands and can do.

Key Stage One – A focus History lesson is taught for one hour a week, every other half term. Links are made throughout the year, during the teaching of other subjects across the curriculum. Lessons will include visual elements such as videos and use of pictures and historical artifacts to support children's learning. Written and pictorial outcomes are produced. Photographs of group tasks and individual work can be found on the School Website.

Key Stage Two – A focus History lesson is taught for one hour a week, every other half term. Links are made throughout the year, during the teaching of other subjects across the curriculum. Lessons will include visual elements such as videos and use of pictures and historical artifacts to support children's learning. Written and pictorial outcomes are produced. Children develop their ability to make comparisons between other points in history as well as develop a sense of enquiry which encourages children to question and make suggestions about people, places, events and facts. Photographs of group tasks and individual work can be found on the School Website.

Cultural Capital

Class teachers plan trips and invite visitors into school to enable children to further immerse themselves in the subject and gain a deeper understanding of what they are learning.

Black History Month is celebrated as a whole school in October. Classes produce a piece of work about a significant figure that is shared with the whole school. Additional workshops are also provided to recognize important people and their life events.

Remembrance Day is commemorated as a whole school in November.

VE Day is also celebrated as a whole school every year.

History Curriculum overview

OUR LADY OF LOURDES RCPS HISTORY LONG TERM PLAN

	Learning Journey 1		Learning Journey 2		Learning Journey 3	
EYFS	What is the difference between the past and the present?	Why do we celebrate Bonfire Night?	Which object is the oldest?	What is different in these pictures?	How has Bury changed?	What do I wear and how has that changed?

KS1 Year A	Life of Queen Elizabeth 2nd. How has life in Britain changed since Queen Elizabeth II became queen in 1953?	Changes in living memory- school, How is my life today different from when my teacher/parents/grandparents were young?	Transport How and why has transport changed in Bury?
KS1 Year B	Great fire of London. Was the Great Fire of London a disaster or lucky escape for London?	Victorians Which Victorian Invention is the most important for our lives today?	Holidays How and why have holidays changed over time?

LKS2 Year A	Stone age to iron age. How did life change from the Stone Age to Iron Age?	Ancient civilizations. How did the "firsts" of Ancient Sumer and China shape our modern world?	Egyptians. How did the Ancient Egyptians use their environment and beliefs to build a powerful civilisation?
------------------------	--	--	--

LKS2 Year B	Ancient Greece How much of our 'modern world' comes from Ancient Greece?	Roman empire. Who were the Romans and why were they so powerful?	Romans in Britain. What was it like to live in Roman Britain?

UKS2 Year A	Anglos Saxons, Scots and Picts. Who were the Anglo-Saxons, and did they create the first Kingdom of England?	Vikings Were the Vikings violent raiders?	Maya What evidence do we have of the Mayan Civilization?
UKS2 Year B	World war 1 Why do we still wear poppies?	World war 2 How has the war impacted the world forever?	Local history Research project

Cross-curricular links

History shares links with the following subjects:

- English: development of literacy skills through reading, writing and oracy
- Maths: analysing numerical data and understanding chronological terminology
- RE: deeper understanding of different religions and their influence
- Computing: use of the internet for research, data handling and presentation of written work
- Geography: reading maps and a greater awareness of global and local changes
- PSHE: learning the rule of law
- Spiritual, moral, social and cultural (SMSC): encourages empathy towards other cultures and religions, and reflection on moral issues

Assessment

At Our Lady of Lourdes, assessment enables staff to understand what children have learnt before, what they need to learn now and what they will learn next.

Formative assessment

Formative history assessment is ongoing and will be used to inform teachers in relation to their planning, lesson activities and adaptations.

Summative assessment

Summative assessment is completed termly, based on the historical knowledge and skills that the medium-term plan requires as a key focus.

At the end of each school year, children will be assessed within one of the following bands:

- Pre-Key Stage (PKS)
- Working Towards the Curriculum (WT)
- Working at Expected (EXP)
- Working at Greater depth (GDS)

Marking

Children receive regular feedback and marking follows the school's marking policy.

Recording of children's learning

In history, pupils will record their learning in the following ways:

- History books
- Photographs on the class page
- Videos on the class page
- IPads or laptop
- EYFS- Learning can be recorded online or recorded in books or learning journals. This may take the form of photographs, pictures, notes or written work. It may be worksheet-based or fully independent.

Roles and responsibilities

Headteacher

The Headteacher will:

- Support the subject leader but also hold them to account for the effectiveness of the subject
- Support staff through the provision of training and resources
- Monitor the planning and delivery of the subject
- Ensure the requirements of the National Curriculum are met
- Ensure this policy is reviewed according to the timescales set out

Subject leader

The subject leaders will:

- Prepare and review subject policy and curriculum plans
- Promote the study of the subject throughout the school
- Monitor the teaching and assessment of the subject
- Attend appropriate CPD
- Stay informed regarding developments in the study and teaching of the subject
- Evaluate resources
- Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- Assess the impact of the subject curriculum on pupils' learning and development
- Make presentations to governors on the subject and how it is being taught

Teachers

Class teachers will:

- Teach and assess the subject according to the principles laid out in this policy
- Report to the subject leader

- Maintain subject knowledge and appropriate CPD

Inclusion

Teachers set high expectations for all children in History. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able children
- Children with low prior attainment
- Children from disadvantaged backgrounds
- Children with special educational needs (SEN)
- Children with English as an additional language (EAL)

Teachers will plan lessons so children with SEN and/or disabilities can study History, wherever possible, and ensure that there are no barriers to every pupil achieving. Teachers will adapt and modify their planning and resources to meet the needs of each child.

Teachers will also take account of the needs of children whose first language is not English. Lessons will be planned so that teaching opportunities help children to develop their English, and to support them to take part in History.

Links to other policies

This subject policy links to the following policies and procedures:

- Curriculum policy
- Assessment policy
- Marking and Feedback policy
- Learning and Living Differences (SEND) policy
- Teaching and Learning policy

Monitoring and review

This policy will be reviewed by staff and governors every two years.