

St Anne Line Catholic Infant School

part of the wider Christus Trust, Multi Academy Trust

History Policy



Love Learn Pray

Mission Statement

**With Jesus, We Love, We Learn, We Pray.
Together, we grow Our School each day.**

Vision and Ethos

At St Anne Line, we aim to instil a lifelong love of learning with Christ at the centre of all we do. Guided by our school motto, “En Magna Constantia” – In Great Constancy, we nurture resilience, perseverance, and independence in our learners. Our History curriculum inspires curiosity, critical thinking, and reflection, enabling children to understand the world, their community, and humanity’s past while living out our Catholic values of Love, Learn, Pray.

We encourage pupils to explore historical stories, consider multiple perspectives, and recognise the continuity and change that shapes society. History provides opportunities to reflect on human achievement and folly, fostering empathy and moral understanding.

Context of Our School

Our school serves a rich and diverse community where families come from many cultures and speak multiple languages. We value this diversity and aim to create an inclusive environment where every child feels supported, inspired, and recognised as a unique child of God.

Intent

Our History curriculum is designed to build strong foundations of knowledge and skills, integrating substantive knowledge (facts, events, key people, and civilizations) and disciplinary knowledge (historical enquiry, interpretations, chronology, and cause and consequence).

We aim to:

- Inspire children to be curious and thoughtful historians who question, investigate, and analyse the past.
- Build chronological understanding across local, British, and world history.
- Develop awareness of substantive concepts such as power, civilisation, achievements, and follies of humankind.
- Ensure pupils develop disciplinary skills, including evaluating sources, interpreting evidence, forming historical arguments, and making reasoned judgements.

- Provide an enquiry-led approach, with each unit structured around a central enquiry question and each lesson containing a lesson-specific enquiry question, to stimulate critical thinking and deepen understanding.
- Use high-quality texts and books as a core focus, linking each unit to rich historical narratives that contextualise events, people, and societies.
- Support EYFS learners in meeting the Understanding the World Development Matters statements and Early Learning Goals, establishing foundational knowledge for History in Key Stage 1.

Implementation

Our curriculum follows the principles of Strong Foundations, ensuring that key historical concepts and skills are taught explicitly and revisited in progressively complex contexts.

Key Strands of Implementation:

- **Disciplinary Concepts:** Change and continuity, cause and consequence, similarities and differences, historical significance, interpretations, and use of sources.
- **Substantive Concepts:** Power, civilisation, achievements, and follies of humankind.
- **Chronological Awareness:** Developing mental timelines to place events and people in order and make connections across periods.
- **Historical Enquiry:** Encouraging pupils to ask questions, investigate, interpret, evaluate, and communicate findings.
- **Knowledge Organisers & Book Focus:** Each unit uses a carefully selected book or narrative to provide context, spark curiosity, and link to enquiry questions. Knowledge organisers highlight key vocabulary, substantive facts, and chronological markers.

EYFS:

Our EYFS curriculum has a strong synergy between the three Characteristics of Effective Learning and the foundational knowledge required for Key Stage 1. We blend play-based learning with structured, adult-led teaching. Play is purposeful and planned with clear intent, and adults extend learning through skilled interaction. Children explore their own past experiences, compare characters in stories (including historical figures), and engage with rich narratives, laying the groundwork for enquiry-based learning.

Key Stage 1:

History is taught through thematic units that integrate substantive and disciplinary knowledge. Lessons are sequenced in small, manageable steps, revisiting key knowledge and skills to secure learning. Units include:

- Local History: Exploring the Basildon area, local landmarks, and community stories.
- British History: Key events, monarchs, and cultural developments.
- World History: Significant events, civilizations, and achievements.

Lessons are hands-on and enquiry-led, including activities such as:

- Investigating artefacts, images, and primary sources.
- Comparing perspectives of historical figures and communities.
- Conducting structured historical debates and discussions.

Cross-curricular links are embedded with:

- **English:** Reading historical texts, storytelling, and writing accounts.
- **RE:** Historical contexts of Bible stories, religious sites, and traditions.
- **Art & Design:** Representing historical events through creative work.
- **Geography:** Understanding historical contexts of place and environment.

Impact

Our History curriculum equips children to:

- Develop a secure understanding of British and world history.
- Use enquiry and disciplinary knowledge to ask historically valid questions and make evidence-based conclusions.
- Understand substantive concepts and make connections across time periods.

- Appreciate significant individuals, inventions, and events, recognising their impact on society.
- Reflect on the past to develop empathy, moral reasoning, and responsible citizenship.

Assessment of impact includes:

- Formative assessment in lessons through discussion, observation, and questioning.
- Knowledge quizzes and summative assessments.
- Documentation in portfolios, floor books, and digital records.
- Pupil presentations and enquiry outcomes.
- Moderation and review by the subject leader.

Enrichment, Inclusion & Accessibility

All pupils are included in historical learning, with adaptations for SEND and EAL. Opportunities to enhance learning include:

- Visits to local historical sites and museums.
- Heritage and remembrance projects.
- Themed weeks linked to national and global historical events.
- Faith-based historical learning related to Bible stories and religious traditions.
- Virtual tours, digital content, and interactive timelines.
- Community engagement with guest speakers and historians.

Monitoring and Review

The History subject leader monitors and evaluates the curriculum through:

- Planning and lesson reviews.

- Work scrutiny and portfolios.
- Learning walks and pupil discussions.
- Staff feedback and professional development.

The History curriculum is reviewed annually to ensure it continues to reflect:

- National Curriculum guidance.
- Strong Foundations principles.
- Catholic values of **Love, Learn, Pray**.
- Enquiry-led, book-focused pedagogy that develops both substantive and disciplinary knowledge.

Through this approach, History at St Anne Line equips pupils to think, reflect, and act as confident and knowledgeable historians, rooted in faith and curiosity, prepared for the next stage of learning and life.