

History Policy

St Vincent's School for Sensory Impairment and Other Needs



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1. Purpose of the policy

This policy outlines the aims, principles, and practice for the teaching and learning of History at St Vincent's School. It ensures that all stakeholders — staff, governors, parents, and pupils — work collaboratively to deliver a coherent, inclusive, and meaningful History curriculum.

The policy seeks to:

- Establish a consistent framework for planning, teaching, and assessing History.
- Ensure History teaching aligns with the National Curriculum and the **Curriculum Framework for Visual Impairment (CFVI)**.
- Promote accessible, enquiry-based learning that develops historical thinking and curiosity.
- Demonstrate how History contributes to pupils' identity, sense of place, and understanding of change over time.

This policy is available on the school website: www.stvin.com

2. Subject vision

Our vision is for all pupils to **see themselves in the story of the past** and to develop a secure understanding of how people, places, and events have shaped the world they live in today.

At St Vincent's, we believe History should:

- Help pupils locate themselves within a wider tapestry of human experience.
- Encourage pupils to ask thoughtful questions, challenge assumptions, and think critically about evidence.

- Foster empathy, curiosity, and an appreciation of diversity and change.
- Be accessible to all learners through adapted, sensory, and experiential approaches.

We recognise, as highlighted by **Bailey-Watson (2019)**, that a History curriculum should be *alive, fluid, and responsive* — not merely a chronological list of events. Our approach balances **chronological awareness** with opportunities for **personal connection** and **disciplinary exploration**, allowing pupils to experience powerful revelations about the nature of history itself.

3. Aims and outcomes

National Curriculum aims:

The national curriculum for History aims to ensure that pupils:

- Know and understand the history of Britain and its influence on the wider world.
- Understand significant aspects of world history and diverse societies.
- Gain a coherent understanding of concepts such as continuity, change, cause, consequence, and significance.
- Engage in historical enquiry, using evidence to make substantiated judgements.
- Communicate their understanding of the past using appropriate vocabulary and techniques.

At St Vincent's, we aim to:

- Provide a **broad, balanced, and inclusive** History curriculum accessible to all learners.
- Develop pupils' ability to **think like historians**, using enquiry to explore cause, evidence, and interpretation.
- Ensure pupils experience **personal and local history** alongside national and global narratives.
- Promote curiosity, independence, and motivation by connecting the past to pupils' lives.
- Build historical knowledge progressively, with concepts revisited and deepened over time.

Outcomes

By the time pupils leave St Vincent's, they will be able to:

- Demonstrate understanding of key historical events and individuals.
- Use evidence critically to form conclusions.
- Recognise that history is constructed from multiple perspectives.
- Appreciate continuity, change, and diversity across time and place.

4. Teaching and learning

History teaching at St Vincent's is based on **enquiry, storytelling, and sensory experience**. Lessons

are designed to be inclusive and engaging, promoting both **disciplinary thinking** and **personal relevance**.

Teaching draws on:

- The National Curriculum for History (2014)
- The Curriculum Framework for Visual Impairment (CFVI)
- Guidance from the **Historical Association** and the **Schools History Project**
- Inclusive practice and QTVI support

Approaches include:

- **Tactile and sensory experiences** — handling artefacts, listening to oral histories, and using soundscapes to recreate the past.
- **Local history** — connecting national events to Liverpool's rich history and community.
- **Enquiry-based learning** — asking, investigating, and answering historical questions.
- **Contrast and comparison** — studying the distant and recent past side by side to deepen understanding.
- **Narrative and interpretation** — exploring how stories of the past are constructed and contested.

Pupils are supported through adapted materials, differentiated questioning, and multi-sensory resources to ensure that all learners can access and interpret the past.

5. Curriculum overview

At St Vincent's, History is taught from Key Stage 1 through to Key Stage 4, with a clear progression of knowledge, skills, and concepts. The curriculum is designed to be **sequenced for thinking**, ensuring that pupils make meaningful connections rather than simply following a linear chronology.

Primary phase

In the Primary phase, pupils follow the **Kapow Primary History Scheme**, adapted for learners with vision impairment. This scheme introduces pupils to key themes such as chronology, significance, and interpretation through engaging, hands-on experiences. Lessons are adapted using tactile artefacts, storytelling, and sensory exploration.

Key Stage 3

In Key Stage 3, the History curriculum is structured around **Bailey-Watson's principles** of cognitive, motivational, and disciplinary coherence. Topics are sequenced to challenge assumptions, build curiosity, and promote historical thinking.

Example KS3 overview:

- **Year 7:** The Norman Conquest; Family and Personal History Enquiry; Medieval Britain and Europe; Twentieth Century Dictatorships; The Tudors.
- **Year 8:** Empire and Enslavement; Industrial Liverpool; Revolutions and Rights; The First World War.
- **Year 9:** The Second World War and the Holocaust; Decolonisation and Civil Rights; Protest and Change in Britain; Post-war Liverpool.

Throughout Key Stage 3, pupils revisit key disciplinary concepts — **change, continuity, evidence, interpretation, and significance** — through varied contexts.

Key Stage 4

At Key Stage 4, pupils follow one of two accredited routes:

- **AQA GCSE History**, covering topics such as Elizabethan England, America 1920–1973, and Conflict and Tension in Asia.
- **WJEC Entry Pathways in Humanities**, offering flexible units for learners needing a more accessible approach. Units include *A British Society in the Past*, *People and Protest*, and *Local History*.

Both pathways emphasise critical enquiry, interpretation, and making connections between past and present.

Full schemes of work and curriculum maps are available on www.stvin.com.

5.6 Programmes of study

	Autumn term		Spring term		Summer term	
Year 6	The Ancient Greeks	The Tudors	The Vikings	What can the census tell us?	WW2 in Britain	Unheard histories
Year 7	The Norman Conquest	Personal & Family History	Medieval Britain	Medieval Europe & the Black Death	Twentieth Century Dictatorships	The Tudors
Year 8	Empire and Enslavement	Empire and Enslavement	Revolutions and Rights (1789–1918)	Industrial Britain and Liverpool's Growth	The First World War	The Rise of Fascism
Year 9	WW2	The Holocaust	Decolonisation and Civil Rights	Conflict and Protest in Britain	Local History: Liverpool since 1945	Local History: Liverpool since 1945
Year 10	AQA GCSE WJEC Entry Level	AQA GCSE WJEC Entry Level	AQA GCSE WJEC Entry Level	AQA GCSE WJEC Entry Level	AQA GCSE WJEC Entry Level	AQA GCSE WJEC Entry Level
Year 11	AQA GCSE WJEC Entry Level	AQA GCSE WJEC Entry Level	AQA GCSE WJEC Entry Level	AQA GCSE WJEC Entry Level	AQA GCSE WJEC Entry Level	AQA GCSE WJEC Entry Level

6. Cross-curricular links

History at St Vincent's links closely with other subjects:

- **Geography** – understanding how place and environment shape human activity.
- **English** – developing literacy, argument, and narrative skills.
- **PSHE and Citizenship** – exploring identity, values, and responsibility.
- **Art and Drama** – expressing historical understanding through creative interpretation.
- **Technology** – using accessible digital archives and oral history recordings.

History also contributes to pupils' **SMSC** and **cultural capital**, promoting empathy, moral reasoning, and global awareness.

7. Assessment, recording and feedback

Assessment in History focuses on:

- Historical knowledge and understanding
- Application of disciplinary skills (evidence, causation, interpretation)
- Engagement and curiosity

Pupils are assessed termly as **Emerging**, **Developing**, **Secure**, or **Exceeding**, with evidence drawn from:

- Class discussions and oral responses
- Written or recorded work (in large print, Braille, or audio formats)
- Enquiry projects and presentations

Assessment tools include:

- Observation and questioning
- Work folders or topic books
- Practical activities and fieldwork evidence
- Self- and peer-assessment
- iTrack recording system

8. Resources

Resources are chosen and adapted to make History tangible and accessible:

- Tactile artefacts, models, and raised diagrams

- Large-print and Braille resources
- Audio archives and oral history recordings
- Digital resources with screen-reader compatibility
- Sensory recreations of historical settings

Visits to local museums, historical sites, and Liverpool landmarks help pupils connect learning to lived experience.

9. Roles and responsibilities

Responsibilities follow the same structure as all curriculum policies:

- **SLT:** oversight, training, monitoring
- **Subject Leader:** planning, assessment, CPD, resource management
- **Link Governor:** monitoring curriculum impact and engagement
- **Class Teachers:** delivering inclusive lessons and assessments
- **Parents:** supporting learning through discussion and exploration at home

10. Inclusion

Inclusion underpins all History teaching at St Vincent's. Lessons are accessible to pupils with visual impairments and a range of additional needs through:

- Multi-sensory and tactile resources.
- Verbal description, sound, and experiential learning.
- Adapted enquiry tasks and accessible assessments.
- Collaboration with QTVIs and specialist staff.
- Alignment with pupils' **EHCP targets** and personalised learning goals.

Every pupil is encouraged to engage actively with History, to see themselves as part of the human story, and to develop confidence in their ability to question and interpret the past.

11. Links to other policies

This subject policy links to the following policies and procedures:

- Curriculum policy
- Assessment policy
- Marking and Feedback policy
- SEND policy

12. Monitoring and review

This policy will be reviewed annually by the History Subject Leader and Senior Leadership Team, with input from governors. Updates will reflect ongoing curriculum development, national guidance, and pupil feedback.