

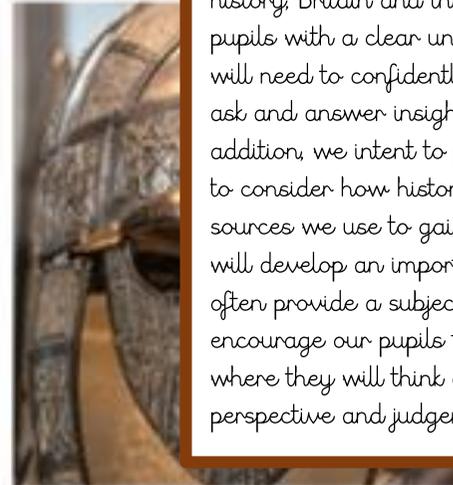
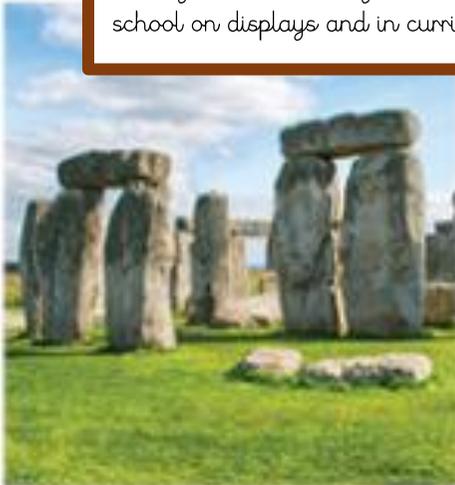
HISTORY



Our curriculum Champions have been created to inspire and motivate the children to find out more and be interested in History. The champion for History is Timeline Taylor and he is seen around school on displays and in curriculum assemblies.

Intent

Our teaching of chronology is key and we intend to ensure that pupils are secure in this skill to enable them to understand how events that have gone have had an impact on those that have followed and acknowledge how long it can take for change to occur. They will be confident ordering the epochs they have studied and use their knowledge to make comparisons and links. Our intent is that pupils regularly revisit their previous learning in history, keeping this learning alive will ensure that in depth discussions on all the time periods the pupils have studied can be fully realised. The teaching of history will include opportunities for pupils to learn in different ways and pupils will enjoy learning that takes them outside the classroom where they will experience artefacts, historic architecture and opportunities to role play events from the past. This will further inspire pupils' curiosity about the past and ignite an eagerness within them to learn more about their local history, Britain and the wider world. Our intent is to provide pupils with a clear understanding of the vocabulary they will need to confidently communicate about past events and ask and answer insightful and probing questions. In addition, we intend to provide many opportunities for pupils to consider how history has been documented and the sources we use to gain an understanding of history. Pupils will develop an important awareness that victors of history often provide a subjective view. This teaching will encourage our pupils to push for an objective understanding where they will think critically, weigh evidence and develop perspective and judgement.



Implementation

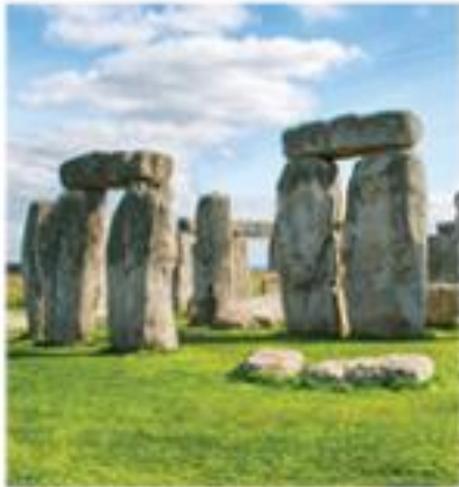
We teach history in Reception as an integral part of the Cornerstones projects delivered throughout the year, using engaging and developmentally appropriate activities to spark curiosity about the past. As Reception is part of the Early Years Foundation Stage (EYFS), planning is rooted in the *Understanding the World* area of learning and is closely aligned with the Early Learning Goals (ELGs). Historical learning is woven through the EYFS curriculum using the Cornerstones approach, with activities designed to help children talk about past and present events in their own lives and those of others. This supports their development of a sense of time, place, and change, and makes a significant contribution to children's early understanding of the world around them. In Key Stage 1 and 2, the school uses the National Curriculum and Cornerstones as the basis of its curriculum planning. We use Cornerstones to ensure progression and coverage of skills and knowledge, ensuring that all children can and do make progress. Teachers are encouraged to adapt lessons to meet the needs



Spiritual, Moral, Social and Cultural Development - As part of our primary history curriculum, pupils are encouraged to develop a broad range of social and emotional skills that help them engage with their local community and the wider world. Through historical enquiry and discussion, they learn to appreciate diverse viewpoints and cultural experiences, enabling them to participate, volunteer, and cooperate with others. They are given opportunities to explore beliefs, faiths, feelings, and values both past and present, helping them enjoy learning not only about themselves but also about others and the world around them. History lessons also promote imagination, creativity, and reflective thinking, fostering a respectful and thoughtful approach to resolving conflict and understanding difference across time and societies.

British Values

Our teaching of History actively promotes British values, helping pupils understand their role within a democratic and diverse society. Through historical study, children learn that all people and institutions—past and present—are subject to and accountable for their actions and behaviour. They are encouraged to be part of a system where everyone plays an equal part, exploring the development and influence of Britain's parliamentary system and democratic principles. History lessons provide opportunities for pupils to express their views freely, while also learning to respect and tolerate the opinions, beliefs, and behaviours of others. By appreciating cultural influences across time and participating in rich cultural opportunities, children develop a deep understanding of diversity, celebrating the differences that have shaped communities both locally and globally.



Enrichment opportunities

These opportunities are carefully mapped out so that children regularly experience trips or visits linked to the History Curriculum. These experiences allow children to delve deeper into a topic area, therefore broadening their knowledge and understanding.



Impact

We assess children's work in History by making informal judgements as we observe and discuss Historical concepts with them during lessons. Each class teacher will refer regularly to the knowledge organisers, giving children time to read them and test their own knowledge and use of geographical vocabulary. Each year group has a set of sticky knowledge questions to be asked frequently to ensure that this knowledge sticks. Teachers will create their own knowledge organiser / sticky knowledge quizzes. On completion of a piece of work, the teacher marks the work and comments as necessary. Marking is often developmental and encourages children to stretch their knowledge and use of correct vocabulary. Teachers will adapt their questioning for different abilities, using WalkThru techniques in order to question and assess all children.

Teachers will add each History lesson (whether this be a Cornerstones lesson or Teacher created lesson) to the Cornerstones timetable. At the end of each lesson, they will select that the lesson has been taught. This then allows the subject champion to check coverage and progression of what has been taught throughout the school.

Teachers can use the Knowledge and Skills criteria in Cornerstones to assess children working at, below and above the stages expected stage for their Year group.

The history projects are well sequenced to provide a coherent subject scheme that develops children's historical knowledge, skills and subject disciplines. Key aspects and concepts, such as **chronology, cause and effect, similarity and difference, significance and hierarchy**, are revisited throughout all projects and are developed over time. All projects also develop historical skills based on evidence and historical enquiry. The choice of historical periods follows the guidance set out in the national curriculum, with specific details relating to significant events and individuals chosen to present a rich and diverse account of British and world history.

EYFS

The history curriculum begins as soon as the children start school in the EYFS. Learning in history links to the EYFS Statutory Educational Programme: Understanding the world. The activities and enhanced provision in our early years curriculum provide opportunities for children to explore images and share stories that introduce them to people and events from the past and compare them with their own lives. Projects such as Me and My Community, Once Upon a Time and Long Ago include activities that support children to explore life in the past and discuss how they have changed since they were babies. They are introduced to vocabulary related to the passage of time, and they put events in order.

Key Stage 1

In Year 1, children begin the autumn term by studying the project Childhood. This project builds on children's past experiences, including their family history and events within living memory, and works well as an introductory project. In the summer term, children study the project School Days. This project enables children to learn the history of their school and compare schooling in the Victorian period.

In the autumn term of Year 2, children extend their studies to explore a broader range of periods in the project Movers and Shakers. This project explores the concept of significance and the significant people that have greatly influenced history. In the summer term, children study the project Magnificent Monarchs. This project introduces children to the challenging concepts of power and monarchy in preparation for more complex historical topics in Key Stage 2. The projects studied in Key Stage 1 provide numerous opportunities for children to explore significant historical events, people and places in their locality.



Lower Key Stage 2

In Year 3, children begin the autumn term by studying the chronology of British history in the project *Through the Ages*. This project teaches children about the significance of prehistoric periods and the changes in Britain from the Stone Age to the Iron Age. In the summer term, children continue to develop their knowledge of the chronology of British history in the project *Emperors and Empires*. This project teaches children about the Roman Empire, its invasion of Britain and Britain's ensuing Romanisation.

In the autumn term of Year 4, children resume their learning about British history in the project *Invasion*. This project teaches children about the Roman withdrawal and the invasion and settlement of the Anglo-Saxons and Vikings. This project concludes at 1066, which meets the guidance from the national curriculum for British history. In the summer term of Year 4, children begin their studies of ancient history by studying the overview project *Ancient Civilisations*. This project enables children to learn about the achievements of the earliest civilisations, including ancient Sumer, the Indus Valley civilisation and ancient Egypt.



Upper Key Stage 2

In the autumn term of Year 5, children continue to build their knowledge of ancient civilisations with an in-depth analysis of ancient China in the project *Dynamic Dynasties*. This project enables children to study the significance and influence of ancient China and its prowess and advancements in the written word, technology and metalwork. In the summer term, children further study ancient and world history in the project *Groundbreaking Greeks*. This project enables children to explore life in ancient Greece, including examining the achievements and influence of ancient Greece on the western world.

In the autumn term of Year 6, children complete their historical studies with the project *Britain at War*. This project enables children to study the role war has played in Britain's history since 1066, focusing on the First and Second World Wars as crucial turning points in British history. In the summer term of Year 6, children study the more complex historical issues of enslavement, colonialism and power in the project *Maafa*. In this project, children explore a range of African kingdoms, including the Kingdom of Benin, and study Britain's role in the development, perpetuation and abolition of the slave trade.



Phase	Area of History	Vocabulary
EYFS	Understanding the Past	past, present, old, new, before, after, then, now
	Chronology & Change	timeline, memory, family, long ago, change
	Historical Enquiry	question, photograph, story, artefact
Key Stage 1	Chronological Understanding	timeline, century, decade, sequence, order
	Historical Knowledge	monarch, king, queen, castle, empire, invasion, settlement
	Historical Enquiry & Evidence	source, evidence, artefact, compare, similarity, difference
	Historical Interpretation	opinion, fact, past event
Lower Key Stage 2	Chronology & Period Awareness	civilisation, ancient, period, era, BC, AD, chronology
	Historical Knowledge	trade, agriculture, religion, society, hierarchy, culture, legacy
	Historical Enquiry	reliability, significance, cause, consequence, primary source, secondary source
	Historical Interpretation	interpretation, viewpoint, perspective
Upper Key Stage 2	Chronological & Conceptual Understanding	continuity, change, chronology, duration, turning point
	Historical Knowledge	democracy, monarchy, parliament, empire, industrialisation, migration, conflict, alliance
	Historical Enquiry	bias, propaganda, validity, accuracy, inference, interpretation, historical argument
	Historical Interpretation	impact, significance, influence, consequence, reliability