



HISTORY

1. Curriculum Intent

Our curriculum is underpinned by the National Curriculum and Cornerstones Curriculum, which provide a rich and engaging framework designed to foster a lifelong love of learning. Our curriculum is tailored to meet the unique needs of each child in our local community. Recognising the backgrounds, strengths, and challenges specific to children from our area, we aim to inspire and motivate children through our learning values of Recalling Learning, Making Links, Staying Focused, Asking Questions, Persevering and Using Vocabulary and our Core Values of Excellence, Friendship and Respect.

Through our Curriculum, we aim to:

- Inspire curiosity by connecting learning to real-world experiences and local contexts that are meaningful to the children in our area.
- Cultivate critical thinking, creativity, and problem-solving skills through thematic and cross-curricular projects that adapt to different learning styles and reflect the diverse backgrounds of our community.
- Foster values such as empathy, respect, and perseverance, creating a safe and supportive space where every child feels valued.
- Build an inclusive classroom culture that celebrates diversity, embracing each child's unique strengths, cultural backgrounds, and perspectives.
- By adapting the curriculum to reflect the realities and resources of our local community, we seek to engage children academically, socially, emotionally, and creatively.

Our goal is to equip all students with the knowledge, skills, and confidence to thrive as responsible, compassionate members of their communities, prepared to face the challenges and opportunities that lie ahead.

Our curriculum intent is underpinned by the National Curriculum and Cornerstones. Subject Leaders have worked hard to ensure learning is based in meaningful contexts, that build upon each other as children progress through school.

The most important element of our school is that pupils are challenged, supported, prepared and happy learners.

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.



2 History 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.

3.0 Implementation

3.1 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.

3.2 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 of their cohort and add bespoke lessons using their own creativity and teaching ideas.

4.0 The contribution of history to teaching in other curriculum areas.

4.1 English – The children learn a wide and complex vocabulary in history and apply this orally and in a written context. In English, they are given opportunities to write diary entries, newspaper reports, recounts and narratives, using the historical events and individuals they have studied as the stimulus. They develop their reading skills by considering written evidence and use a range of books with historical themes in English. Debates and discussions in history support the development of children's speaking and listening skills. Children are challenged to apply their Historical knowledge across the Curriculum.

4.2 Mathematics –In history, children are taught chronology and draw on their mathematical understanding to order and calculate significant dates in history. Children are taught how to organise and use a timeline which becomes a regulate reference point. They develop their understanding of scale and shape when learning about the architecture from the past e.g. Tudor dwellings and pyramids. They learn the Roman number system and understand how this can be used to calculate.

4.3 Personal, Social, Health and Economic Education (PSHE) – History is a good resource for considering the human condition. When studying history, children learn the ways in which people may have felt, thought and behaved, the decisions, both personal and social, that they made about how to live. This assists with children's understanding of why people act as they do, and to appreciate and respect those who have different life experiences. In history, children develop a critical attitude to opinion and a respect for evidence through the study of different interpretations of the past and how these interpretations have been arrived at.

4.4 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.

4.5 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.

4.6 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. (See Trips and visitors Enrichment Plan)

5.0 Impact

Assessment/ Recording/ Reporting

5.1 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.

5.2 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.

5.3 Teachers make a summative assessment of the children's attainment in History at the end of each Driver Project and record the results on Cornerstones. 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. Children's annual school reports indicate the attainment that children have made each year.

(See Assessment guidelines for Foundation Subjects)

6.0 Monitoring

Monitoring the subject of History at Cawston Grange Primary School is carried out regularly to ensure high-quality teaching and learning across all year groups. This includes book trawls to evaluate progression, coverage, and the development of Historical skills and vocabulary. Lesson observations are conducted to assess the effectiveness of teaching strategies and pupil engagement. Pupil voice plays a key role in our monitoring, providing valuable insight into children's enjoyment, understanding, and recall of historical learning. In addition, trustees undertake visits to observe History in practice and meet with staff and pupils to discuss their experiences.