



What History Looks Like in the Federation

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Curriculum Intent

What history looks like in our school:

- Opportunities to inspire children's curiosity about the past.
- A variety of activities to provide children with the opportunity to explore what happened in the past, encouraging them to think about why these events happened, and more importantly, what we can learn from them.
- Children working individually, in pairs and groups to develop key historical skills focusing on chronology, knowledge and understanding, historical interpretation, historical enquiry and organising and communicating their findings.
- Historical topics to provide children with a coherent knowledge of Britain's history and that of the wider world.

This is our philosophy:

- Children learning through exploration and enquiry.
- Children exploring how people lived; looking for similarities and differences between different historical periods.
- Children learning about the past and thinking about the effect it has had and considering how it shapes the world we live in today.
- To provide children with a chronological awareness of our past.
- We use our historical skills grids to plan our teaching which are progressive and build on learning carried out in previous year groups.

Cultural Capital:

This can be defined as powerful knowledge that a child can draw upon to be successful in society, their career and the world of work. It helps a child to achieve goals, become successful and rise up the social ladder without necessarily having wealth or financial capital.

- Develop a sense of curiosity and consider questions if events had had different results.
- Explore the roles played by different individuals in the past.
- Empathy with others from different cultural backgrounds.
- The impact of other cultures on the development of 'British Culture' and the acceptance of multi-cultural society.

This is the knowledge and understanding gained at each stage:

By the end of EYFS, including Luston Nursery, pupils will:-

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

By the end of Key Stage 1 pupils will:

- Learn about changes within living memory
- Where appropriate, these should be used to reveal aspects of change in national life.
- Events beyond living memory that are significant nationally or globally.
- Learn about the lives of significant individuals in the past who have contributed to national and international achievements.

By the end of Key Stage 2 pupils will:

- Learn about changes in Britain from the Stone Age to the Iron Age.
- The Roman Empire and its impact on Britain.
- Britain's settlement by Anglo-Saxons and Scots. T
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- Conduct a local history study.
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
- Explore the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of The Indus Valley; Ancient Egypt. •
- Learn about a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300 including significant historical events, people and places in their own locality.

Curriculum Implementation

This is how it works:

- Different periods of history are taught either for half or full terms and alternate with geography lessons. Lessons are planned using historical skills for the year group and explore historical themes through the units of work
- By the time the children leave Year 6, they will have studied a broad range of topics covering important events and periods in Britain's history and that of the wider world
- Lessons may taught discreetly or as a block of lessons
- Links with other areas of the curriculum are embraced to provide a more meaningful learning experience. Each half term an extended piece of writing is completed based on the current topic being taught
- A cold task is completed by each child at the start of a topic, followed by a hot task at the end of the topic.

This is what adults do:

- Plan exciting progressive lessons which build on prior knowledge based on teaching a mixture of historical skills and knowledge.
- Create a learning environment that stimulates children's interest in the period studied using artefacts, books, photographs and sources.
- Regular book scrutiny, pupil perceptions and planning audits.
- Whole school professional development.
- Opportunities for parents/grandparents to come in and share their experiences.

This is how we support:

- Work may be differentiated so that children are able to meet the learning objective.
- We use teacher and self-assessment to quickly identify those who may need more help in specific areas.
- Work may be differentiated by providing additional resources or more structure to ensure that a specific skill can be taught.

This is how we challenge:

- Work may be differentiated to support further challenge for those who need it.

This is how we ensure all children can access the curriculum:

- Children who have SEN or EAL needs are taught key vocabulary prior to/at the start of the topic.
- Seating children alongside good role models to support one another.
- By providing visual/practical prompts and knowledge organisers
- Teaching lessons using a range of different techniques to appeal to different learning styles e.g. videos, drama, artefacts, texts etc.

Curriculum Impact

This is what you might typically see:

- A 'hook' to get the children inspired (such as mystery packages to explore, treasure hunts even planned invasions!) followed by a way to showcase or round up their topic.
- Engaged learners.
- Children posing questions for research.
- Children interpreting and reflecting on historical events making comparisons between different events. Children exploring and handling artefacts.
- Recounts of key events.
- Children exploring different sources to help learn about what life was like and why people lived in the way that they did.
- Trips or visitors coming into school to provide children with an insight into a particular event or era.

This is how we know our pupils are doing well: •

- Lessons are planned based on historical skills which are specific for each year group.
- Marking and feedback by teacher and peers.
- Photographic and video evidence.
- Displays of work with classes and around school.
- At the beginning of each topic pupils will carry out a cold task.

This is the impact of our teaching:

- Children who enjoy history.
- Inquisitive learners.
- Reflective learners.
- Children who are able to weigh up evidence and form an opinion about events.

Date: September 2025

To be reviewed: September 2026