

History Statement of Intent 2025-26

Curriculum - To ensure our history curriculum is designed to be **inclusive, coherent, and progressive**, enabling pupils to build historical knowledge and disciplinary skills year on year. Through well-structured units, children learn to ask perceptive questions, weigh evidence, make comparisons, and develop informed and balanced arguments. We aim to highlight the relevance of history in contemporary society and students' roles as informed citizens. In Key Stage 1, students will explore significant events and people from their lives and local history. In Key Stage 2, students will study broader periods, including Ancient Civilisations and the Industrial Revolution. Progression will culminate in a comprehensive understanding of British history and its global connections by Year 6.

Assessment - We prioritise opportunities for children to revisit and connect learning across key stages, supporting long-term retention and a secure chronological framework. We will assess pupil knowledge of key concepts such as cause and consequence, change and continuity.

Culturally accurate curriculum - We aim to make history meaningful by placing it within contexts that matter to our pupils. This includes exploring our local heritage, celebrating diversity, and ensuring that the curriculum reflects a broad range of voices, communities, and perspectives.

Teaching - Teachers deliver history through engaging, high-quality lessons that incorporate a wide range of sources, including artefacts, images, primary accounts, timelines, and digital resources. Lessons follow a consistent structure that supports oracy, enquiry, and critical thinking. Key vocabulary is explicitly taught, revisited, and displayed to support children in articulating their historical understanding. The curriculum is ambitious for all students, including those with SEND and disadvantaged backgrounds. Adaptations will include differentiated resources and inclusive practices that maintain high expectations.