

History Curriculum: Intent, Implementation and Impact 2025-26

Intent

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.

Implementation

Teaching Approaches and Pedagogy

- **Inquiry-Based Learning:** Students engage in historical enquiry, formulating questions and conducting research.
- **Storytelling:** Utilising narratives to bring historical events to life.
- **Collaborative Learning:** Group activities encourage peer-to-peer learning.
- **Use of Primary Sources:** Students analyse artefacts and documents to develop critical analysis skills.
- **Project-Based Learning:** Students undertake projects culminating in presentations.

- These approaches promote active engagement and a deeper understanding of historical contexts.

Curriculum Delivery Structure

- The curriculum will be sequenced chronologically, with each unit building on prior knowledge.
- Lessons will include topic introductions, flick back (recall of previous knowledge), exploration of key concepts, group activities, and reflective sessions.
- History is often taught in a cross-curricular manner through topic-based learning to encourage engagement and support pupils in making links between knowledge and subjects.

Assessment Approaches

- **Formative Assessments:** Regular quizzes, flick back activities (recall of previous knowledge) and peer assessments to monitor understanding.
- **Summative Assessments:** End-of-unit projects to evaluate overall knowledge.
- **Feedback Mechanisms:** Constructive feedback both oral and written will guide student improvement.

Resources and Learning Environment

- A range of resources, including textbooks and historical artefacts, will support diverse learning styles.
- The learning environment will feature displays of timelines and maps to create an immersive experience.
- Resources will be inclusive and challenging for all learners.

Staff Development and Expertise

- Continuous professional development will enhance subject knowledge and effective teaching strategies.
- Monitoring systems will include peer observations to share best practices.
- Collaborations with local historians/organisations will enrich the curriculum.

Supporting All Learners

- **Differentiation Strategies:** Tailored resources will meet the varying needs of learners.
- **Scaffolding Approaches:** Structured support will help students build confidence in historical enquiry.
- **Intervention Approaches:** Targeted support will be available for students needing additional assistance.

Impact

Knowledge and Understanding Evaluation

- **Knowledge Checks:** Regular quizzes to assess retention of key facts.
- **Reflective Topic books:** Students document learning experiences, providing qualitative data and will respond to any misconceptions/feedback from Teachers.
- **Class Discussions:** Structured discussions to assess comprehension.
- **End-of-Unit Assessments:** Comprehensive tests to evaluate knowledge acquisition.
- **Peer Assessment:** Students assess each other's work, fostering collaborative learning.

Skills Development Measurement

- **Historical Enquiry Projects:** Projects requiring evidence gathering and presentation.
- **Source Analysis Tasks:** Evaluating primary and secondary sources to develop critical skills.
- **Presentation Assessments:** Opportunities for students to present findings.
- **Skill Progression Framework:** Indicators of expected skill development at each key stage.

Formative Assessment Impact

- **Ongoing Feedback:** Continuous feedback during lessons to guide future learning.
- **Assessment for Learning:** Identifying gaps in knowledge for timely interventions.
- **Data Collection:** Regular collection of data to track progress and inform teaching.

Summative Assessment and Outcomes

- **Key Summative Assessment Points:** Scheduled assessments to evaluate cumulative knowledge.
- **External Assessment Measures:** Participation in national assessments for benchmarking.
- **Data Analysis:** Analysis of outcomes to identify trends and areas for development.

Quality Assurance and Curriculum Evaluation

- **Curriculum Monitoring Systems:** Regular reviews through observations and assessment outcomes.
- **Curriculum Review Cycles:** Evaluations based on feedback and educational research.
- **Feedback Mechanisms:** Opportunities for input from students, staff, and parents.