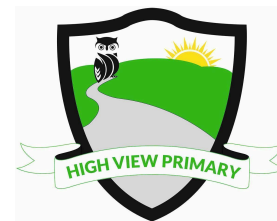


History

# High View Primary

## Curriculum Statement



### Intent

*Why do we teach what we teach?*

At High View Primary School, our History curriculum is ambitious, inclusive, and designed to inspire every pupil to be curious, critical, and creative thinkers in line with our school powers. We believe all children, regardless of background, ability, or need, should develop a deep and connected understanding of local, national, and global history, recognising their place within it.

Our curriculum aims to nurture confident historians who can ask thoughtful questions, think critically, and analyse evidence with independence. We celebrate diversity by ensuring pupils encounter a wide range of voices, perspectives, and experiences — recognising the contributions of individuals and groups who have shaped our world, including those who have been historically underrepresented.

In EYFS, following the statutory framework, history begins through Understanding the World - Past & Present. Our intent is to develop children's curiosity about the past, awareness of change over time, and understanding of significant events, people, and communities.

In Key Stages 1 and 2, our carefully sequenced and spiral curriculum meets the statutory requirements of the National Curriculum, and through this pupils build secure historical knowledge and disciplinary skills. Teachers are aware of prior learning and use pre-learning quizzes to identify gaps in substantive knowledge, enabling targeted teaching and support. Every learner, including those with SEND and those from disadvantaged backgrounds, can access and achieve success through adaptive teaching, scaffolding, and rich discussion.

Pupils develop an awareness of significant people, events, and societies across time and geography, learning how these have influenced modern life. They explore the complexity of people's lives, the diversity of societies, and the relationships between groups. This supports empathy, tolerance, and respect — helping children learn from the achievements and mistakes of the past. This supports learning across the wider curriculum, including subjects such as RE and PSHE.

Our curriculum builds a secure understanding of chronology, enabling pupils to make meaningful connections between eras and themes. Key substantive concepts — such as power, invasion, settlement, migration, empire, civilisation, religion, trade, achievements, society, and culture — are introduced progressively and revisited to deepen understanding.

We also ensure pupils understand how historians construct accounts of the past, developing their ability to question, research, interpret, and evaluate evidence.

## **Implementation**

### *How do we teach what we teach?*

At High View, History is taught through high-quality, inclusive teaching that ensures all children can access, engage with, and succeed in learning about the past. Our curriculum follows a spiral model, revisiting and deepening previous knowledge and skills over time so pupils can connect historical ideas across different contexts.

In EYFS, children explore their own past, family history, and stories from the past through discussions, photographs, artefacts, and role play. High-quality texts are carefully chosen to introduce and embed historical vocabulary and concepts. These stories are revisited throughout the year to deepen understanding. Adults support chronological understanding using timelines, sequencing activities, and prompting children to compare “then and now.” Pretend play is used to act out historical scenarios, discuss cause and effect, and relate past experiences to children’s own lives.

In Key Stages 1 and 2, History is taught for one half term per term, usually the second half term, alternating with Geography. Units can range from 4-6 lessons. Learning is recorded in individual books. Teachers use Kapow to support their planning and teaching. Resources include printable documents, videos and artefacts. Knowledge organisers and vocabulary progression documents clearly indicate the sequence of learning and subject-specific vocabulary, building as the child progresses through the school.

In Key Stage 1, children explore significant individuals and events, learning where these fit chronologically to build a “mental timeline.” By Key Stage 2, pupils apply this foundation to study ancient civilisations, empires, and local and national histories in greater depth, identifying patterns, contrasts, and trends.

Our History curriculum is built around both substantive knowledge (what we know about the past) and disciplinary knowledge (how we know it). Disciplinary concepts are woven through all units to help pupils think like historians, including:

- Change and continuity
- Cause and consequence
- Similarities and differences

- Historical significance
- Interpretations of history
- Sources and evidence

Each lesson unit has a strong focus on chronology and enquiry, enabling pupils to place learning within a wider historical framework. Lessons are active and engaging, offering multiple routes to success. Teachers use Universal Design for Learning (UDL) principles including scaffolding, visual aids, vocabulary pre-teaching, and flexible grouping to remove barriers and ensure equitable access for all.

Strong subject knowledge underpins teaching. Every unit provides clear guidance, key information, vocabulary, potential misconceptions, and inclusive adaptations. Knowledge organisers and retrieval tasks support the recall of key facts and concepts, helping pupils embed learning in long-term memory. “History in Action” videos and discussions with professionals — such as archaeologists, curators, and historians — connect classroom learning to real-world applications and careers.

High View celebrates wider history-related events, such as Black History Month and Remembrance Day. Educational visits and enrichment opportunities bring history to life. Visits to local heritage sites, museums, and workshops provide authentic experiences for all pupils, strengthening cultural capital, curiosity, and connection to their community.

## Impact

*How do we know what pupils have learnt and how they have learnt it?*

Through our inclusive and well-sequenced History curriculum, pupils at High View develop as thoughtful, knowledgeable, and empathetic historians. They leave us equipped with the skills, curiosity, and understanding needed to make sense of the world around them.

In EYFS, children develop a sense of chronology, historical vocabulary, and confidence in discussing past events. They can make comparisons between past and present, understand cause and effect, and build foundational knowledge for KS1 history.

In Key Stages 1 and 2, impact is measured through formative and summative assessment, pupil voice, and evidence in books. Teachers use pre- and post-learning quizzes, discussions, and written outcomes to assess progress and identify gaps. The subject leader monitors impact through learning walks, book/planning reviews, and pupil interviews as part of the *plan–do–review* cycle.

By the end of each key stage, pupils will:

- Know and understand the history of Britain and how diverse individuals and groups have shaped our nation.

- Appreciate the history of the wider world, including ancient civilisations, empires, and non-European societies.
- Develop a chronologically secure understanding of the past, recognising connections, contrasts, and trends over time.
- Understand and use key substantive concepts such as power, invasion, settlement, and migration to form historical arguments.
- Use evidence critically to form reasoned and balanced judgements about the past.
- Understand how and why interpretations of history differ, recognising the influence of perspective and bias.
- Ask historically valid questions and carry out their own enquiries using a range of sources.
- Articulate historical ideas clearly, using precise and appropriate vocabulary.
- Make progress in line with their starting points.

Ultimately, the impact of our History curriculum is seen in pupils who are curious, reflective, and respectful learners — children who understand that history belongs to everyone and that every voice has value in shaping our shared story.