



## National Curriculum Aims

### The 2014 National Curriculum for History aims to ensure that all pupils:

Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.

Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.

Children retain key historical knowledge and use it to contextualise their understanding of past civilisations, events, and people. They develop a strong chronological framework that enables them to make connections, identify causes and consequences, and understand how the past has shaped the present.

Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

Intent	Implementation	Impact
<p>At HPS Primary School, our History curriculum is designed to arouse curiosity and inspire children to develop a coherent understanding of Britain's past and that of the wider world. We draw upon the rich history of the local area and community to bring learning to life and deepen pupils' sense of identity. Children learn that History is the study of real people and real events from the past. Through the use of high-quality artefacts, replicas, and primary sources, pupils are encouraged to handle, explore and question evidence, helping them to develop a tangible and meaningful connection to the past. These experiences support them in understanding how historians learn about past civilisations and support the development of enquiry skills.</p> <p>It is important that children understand how the past has influenced the present and how they can identify their own place within this narrative. Our curriculum helps children appreciate the complexity of people's lives, the process of change, the diversity of societies, and the relationships between different groups, as well as the challenges of different periods of time.</p> <p>By the time children leave HPS, we aim for them to have a secure understanding of the influence of significant historical people, events and periods, alongside a coherent grasp of key historical concepts and the skills of historical enquiry.</p>	<p>At HPS Primary School, History is taught through a carefully sequenced curriculum that builds pupils' knowledge, vocabulary and disciplinary skills over time. Each new topic is introduced through a key artefact or object which acts as a stimulus for curiosity and questioning. Children examine the artefact, discuss what it might reveal about the past, and then place it on a class timeline to establish its chronological context. This approach helps pupils to immediately situate new learning within the wider historical narrative.</p> <p>Each unit is planned to ensure clear progression, revisiting and deepening key concepts such as chronology, evidence, change and continuity, cause and consequence and significance. Teachers use high-quality artefacts, replicas, photographs, maps and primary sources throughout the unit to stimulate enquiry, support interpretation and help children develop a concrete understanding of the past. Practical handling sessions and local historical visits enrich learning and strengthen pupils' connection to the heritage of their community. Explicit vocabulary instruction, modelled historical thinking and structured opportunities for discussion are embedded within every unit. Pupils regularly apply their learning through written outcomes, presentations, timelines, comparative tasks and evidence-based explanations. Assessment is ongoing and used to inform future teaching, ensuring misconceptions are addressed and knowledge is securely understood.</p>	<p>By the end of their time at HPS Primary School, children develop a secure, broad and connected understanding of Britain's past and the wider world. They can confidently recall key historical knowledge, describe significant people and events, and explain how different periods of history connect and influence one another. Pupils demonstrate strong enquiry skills, drawing on their experiences of analysing artefacts at the start of each topic. They use these objects and other sources of evidence to ask perceptive questions, make inferences and form reasoned interpretations about the past. Their regular use of class timelines reinforces their chronological understanding and helps them see how historical periods relate to one another.</p> <p>Children appreciate the complexity of people's lives, recognise the diversity of societies, and understand processes of change and continuity. They articulate their ideas clearly using well-developed historical vocabulary and can explain how the past influences the present and shapes their own identity. By the time they leave HPS, pupils are well prepared for the next stage of their education, equipped with secure historical knowledge, confident enquiry skills, and a lasting curiosity about the past.</p>

## Knowledge and Skills

In the Early Years, History comes under the 'Understanding the World' Learning Goal. Our aim is for children to talk about the past and present in terms of events in their own lives and in the lives of people around them to also begin to recognise some similarities and differences between things in the past and now, drawing on their personal experiences.

Knowledge in History refers to the understanding and interpretation of key concepts taught within different historical contexts. The key concepts being: To investigate and Interpret the Past, To Build an Overview of World History, understand chronology and to communicate historically

History in KS1 develops an awareness of the past, starting with personal history and then moving onto broader areas. Our children explore similarities and differences and learn about specific historical events and the lives of significant people.

In KS2, History is taught chronologically where possible to support the children in establishing clear narratives within and across the periods they study. We encourage children to ask questions, investigate and explore so that they acquire the knowledge and skills needed to make meaningful links and apply their knowledge and skills.

### Creativity

Our curriculum for history enables pupils to make sense of the past and understand the influence the past has on the present.

At HPS we believe creativity allows children to acquire knowledge and understanding with greater impact, making links to prior knowledge and creating new understanding.

At HPS Primary School curriculum planning encourages and supports achieving of natural links between History and other subject disciplines such as English and Art & Design.

Through evaluative and critical thinking children will apply their growing knowledge to draw their own conclusions to historical claims. Opportunities to express themselves in a variety of ways will be developed allowing children to be creative in this. Thus, pupils realising their own strengths and feeling a sense of achievement boosting confidence. Encouraging independence and resilience in their learning.

### Assessment

At HPS we understand the importance of assessment to inform the tracking of pupil progress, planning next steps, reporting and involving parents and pupils as part of this. It is an integral part of the Teaching and Learning process.

Teachers make assessments through:

- regular marking of work
- analysing errors and picking up on misconceptions
- questions and answers throughout the lesson
- facilitating and listening to discussions
- making observations

Children will be assessed two times a year against the objectives set out each unit, and an overall judgement will be made as to whether children are working towards, secure or above expectations.

As topics are taught, lessons can then be personalised to classes and cohorts and any identified misconceptions can then be addressed accordingly by the teacher. We use retrieval activities to assess how effectively knowledge and skills have been embedded and mastered by our pupils, referring to skills and knowledge progression overviews.

**Our SHINE Curriculum follows our school values: service, gratitude, excellence, compassion, integrity, respect**