

Primary History Curriculum Statement

Rationale

At our school, History provides every pupil with an opportunity to connect with the past, understand their place in time, and explore how people and events have shaped the world they live in.

We recognise that pupils learn best when experiences are relevant, concrete, and engaging. Our History curriculum is therefore built on practical, visual, and sensory learning experiences that make the past come alive — through artefacts, storytelling, role-play, visits, and cross-curricular links.

We believe that History develops not only factual knowledge, but also vital life skills: sequencing, enquiry, empathy, communication, and reflection. By learning about the past in accessible and meaningful ways, pupils build a sense of identity, belonging, and appreciation for human achievement and change.

Intent

The intent of our History curriculum is to:

- Foster curiosity and fascination about how the world, people, and societies have changed over time.
- Help pupils understand chronology and the concept of the past, present, and future.
- Explore key events, people, and periods that have influenced Britain and the wider world.
- Develop skills in historical enquiry, comparison, and storytelling through practical, hands-on learning.
- Encourage pupils to see connections between their own lives and those of people in the past.
- Promote values such as respect, empathy, and cultural understanding.

Our History curriculum is adapted to ensure accessibility for all learners, including those with complex communication, sensory, or cognitive needs. Every child is supported to engage meaningfully with history at their own level of understanding and expression.

Implementation

History is taught through a topic-based and cross-curricular approach, ensuring that historical learning is linked to familiar and motivating themes.

Each unit builds on previous learning and incorporates repetition and reinforcement to embed key concepts.

We ensure that:

- Teaching is practical and sensory, using artefacts, role-play, storytelling, and visual prompts.
- Pupils experience real-life and hands-on learning such as museum visits, re-enactments, and creative projects.

- Historical concepts are introduced through stories, timelines, images, and music to help pupils grasp time and sequence.
- Lessons are differentiated to support communication and cognitive needs, using symbols, simplified text, and structured discussion.
- Cross-curricular links are made with English (historical fiction and storytelling), Art (period-based crafts), Geography (maps and locations), and PSHE (values, empathy, and belonging).
- Teachers use repetition, key vocabulary, and visual supports to reinforce learning and support memory.

Pupils record their learning in a range of ways — photos, models, drawings, timelines, oral recounts, and class displays — depending on individual ability and communication style.

Impact

By the end of primary school, pupils will:

- Demonstrate curiosity about people, events, and periods from the past.
- Recall and describe key historical figures and events they have studied.
- Understand simple chronological order and cause-and-effect relationships.
- Compare similarities and differences between life in the past and the present.
- Use appropriate historical vocabulary (e.g. long ago, before, now, change, old, modern).
- Express their understanding through language, art, or role-play.
- Show pride and engagement when learning about history.

Progress is measured through observation, pupil participation, practical outcomes, and verbal or visual evidence rather than written work alone.

Success in History is reflected in pupils' increased awareness of time, culture, and human stories, as well as their ability to make personal connections with the past.

National Curriculum Links

Our History curriculum is aligned with the Primary National Curriculum (KS1–KS2), adapted for accessibility and relevance. Pupils will learn to:

- Develop an awareness of the past using common words and phrases related to time.
- Know where people and events fit within a chronological framework.
- Identify similarities and differences between ways of life in different periods.
- Learn about significant individuals and events in Britain and beyond.
- Understand how we find out about the past through sources and artefacts.
- Use historical enquiry to ask and answer questions appropriate to their ability.