



Field View
Primary School

Curriculum Policy

History

Making a difference



Updated: April 2026

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St Martin's
Multi Academy Trust



A Place to Thrive

St. Martin's Multi Academy Trust exists to advance a just cause, its vision: to create a place to thrive. A just cause is a future state that does not yet exist. It is vital that people that work in the schools in our Trust understand our vision and 'sign up' to achieving it. Our vision must encapsulate our 'why'. It has to inspire staff and our communities. It must persuade people to stay for and have a deep understanding of our cause. Our people need to be willing to be service orientated, resilient and idealistic. Our cause has to form the foundation of everything we do.



Trust



Respect



Compassion

We are all here to make a difference

Our vision is close to our hearts, it drives us in our chosen direction and informs every decision we make. It is our mission to give our children the skills, knowledge, and self-belief they need to genuinely make a difference in whichever path their lives take them.

Our Values

Honesty, Respect and Perseverance



Honesty



Respect



Perseverance

Our values are at the core of everything we do. They underpin our teaching and learning, every interaction we have with each other, and are an ever-present theme in our school. We strive to make a difference to children's attitudes by consistently promoting our values, and they are the foundations for building the environment we want to foster. They are the behaviours that we all truly believe in and exhibit and are the key components to ensuring that Field View Primary School is truly a place to thrive.

History:

Making links between the then and now, to influence the future.

Intent



Curriculum Intent

At Field View Primary School, our History curriculum is designed to develop secure historical knowledge alongside the progressive disciplinary skills children need to investigate, interpret and make sense of the past. Using carefully sequenced progression documents, learning builds cumulatively from Nursery to Year 6. Children revisit and deepen key historical concepts while developing an increasingly secure chronological framework within which they can organise their knowledge.

We believe that understanding history is essential in helping children make sense of the world around them and their place within it. Children learn about significant people, events, periods and societies from British, local and world history and make meaningful connections between the past and the present.

We provide a broad, balanced and ambitious History curriculum that is accessible to all children and underpinned by high expectations. Children develop substantive historical knowledge alongside disciplinary knowledge that enables them to think and work as historians. They learn to investigate sources and evidence, consider historical interpretations and develop their understanding of chronology, cause and consequence, continuity and change, similarity and difference, and historical significance.

Each unit is structured around a big question. Children progressively acquire the knowledge, vocabulary and disciplinary skills needed to engage meaningfully with this question. Through historical enquiry, discussion, source analysis and reflection, children learn to construct increasingly informed responses supported by evidence from their learning.

Local heritage is an important part of our curriculum. Children explore the history of their local area and make connections between local, national and global events. This develops a sense of identity and belonging while enabling children to understand how their community has been shaped by the past.

Vocabulary, reading and oracy are central to our curriculum. Children are explicitly taught how to communicate historical ideas clearly, ask perceptive questions, explain and justify conclusions and use subject-specific historical vocabulary accurately. They learn to listen carefully to different interpretations, contribute thoughtfully to discussion and use evidence to support their thinking.

Our curriculum ensures that all children, regardless of background or starting point, develop the historical knowledge, disciplinary understanding, vocabulary and cultural capital needed for future learning and life beyond primary school. Through studying the past, children develop curiosity, critical thinking and an understanding of how events, people and decisions have shaped the world in which they live.



Curriculum Aims

We want children to:

- Develop secure and increasingly detailed knowledge of British, local and world history.
- Develop a secure chronological framework within which historical knowledge can be organised.
- Understand and use chronological language accurately.

- Ask perceptive questions about the past and use historical enquiry to investigate possible answers.
- Analyse and interpret a range of primary and secondary sources.
- Understand that historical sources provide evidence about the past and consider their usefulness and reliability.
- Recognise that the past can be represented and interpreted in different ways.
- Use evidence to develop and justify historical conclusions.
- Understand cause and consequence within and across historical periods.
- Identify continuity and change over time.
- Recognise similarities and differences within and between periods and societies.
- Consider the historical significance of events, individuals and developments.
- Make meaningful connections between different periods, societies and historical themes.
- Develop an understanding and appreciation of local history and heritage.
- Use subject-specific historical vocabulary accurately and confidently.
- Communicate historical understanding through discussion, explanation, debate and writing.
- Become curious, critical and increasingly independent historians who are prepared for the next stage of education and life beyond primary school.

Implementation



Teaching Approach

Teaching across the History curriculum is inclusive, engaging and knowledge rich. Learning follows a carefully sequenced enquiry approach in which each unit is guided by a big question. Children build the substantive and disciplinary knowledge needed to respond to this question with increasing depth and independence.

Teachers explicitly teach substantive historical knowledge about significant people, events, periods, societies and developments. New learning is connected to prior knowledge so that children build increasingly secure historical understanding and can locate new learning within a developing chronological framework.

Alongside substantive knowledge, children develop disciplinary knowledge. They learn how historians investigate the past through sources and evidence, construct interpretations and make judgements. Children progressively develop their understanding of chronology, cause and consequence, continuity and change, similarity and difference, historical significance, evidence and interpretation.

Historical enquiry is central to teaching. Teachers use carefully selected primary and secondary sources, artefacts, images, maps, photographs, written accounts and other historical evidence to stimulate curiosity and deepen understanding. Children are taught to ask questions of sources, consider what they reveal and recognise their limitations.

Children learn that accounts of the past are constructed from evidence and that interpretations may differ. As they progress through the school, they become increasingly able to compare interpretations, consider why they may differ and use historical evidence to develop reasoned conclusions.

Oracy is embedded throughout the curriculum. Children are taught to listen actively, build on the ideas of others, challenge ideas respectfully and explain and justify their thinking using historical evidence. Key vocabulary is explicitly taught, revisited and applied across units to support understanding and long-term retention.

Learning is adapted to meet the needs of all children through adaptive teaching, ensuring all children can access and succeed within the curriculum. Visual resources, vocabulary support, structured questioning and appropriate scaffolds are used where necessary while maintaining ambitious expectations.



Lesson Structure

History lessons follow a consistent structure within a carefully sequenced unit, enabling children to build the substantive and disciplinary knowledge they need to answer the big question at the end of the unit.

- Key vocabulary is explicitly taught, revisited and displayed so that children develop secure understanding and use accurate historical language.
- Lessons begin with an appropriate hook, historical source, image, artefact or question that activates prior knowledge, stimulates curiosity and introduces the focus of the lesson.
- Teachers explicitly teach the substantive historical knowledge required for the lesson, making connections to previous learning and supporting children to place new knowledge within its chronological context.
- Children develop disciplinary knowledge by investigating appropriate historical evidence, asking questions, making comparisons, identifying connections and considering how historians know about the past.
- Each lesson includes an oracy question linked to the learning intention and wider big question. Children are encouraged to explain ideas, use historical evidence, justify conclusions and respond thoughtfully to the ideas of others.
- Children apply and communicate their learning through purposeful activities, which may include source analysis, writing, timelines, comparison, discussion, debate, presentations or other appropriate historical outcomes.
- Children revisit relevant knowledge throughout the unit, enabling them to make connections between lessons and progressively develop a more secure response to the big question.
- In the final lesson of each unit, children draw together the substantive and disciplinary knowledge they have developed to answer the big question. They are expected to use relevant evidence, subject-specific vocabulary and historical reasoning to demonstrate their understanding.

The final response to the big question is the culmination of learning across the unit. It provides an opportunity for children to bring together and apply their historical knowledge and disciplinary skills rather than being treated as an isolated task.



Curriculum Design

Curriculum content is carefully sequenced through progressive units of work that build on prior learning from Nursery to Year 6.

The curriculum provides a balance of British, local and world history. Children study significant periods chronologically, from the Stone Age through to the World Wars, while also exploring thematic studies such as crime and punishment, journeys and inventions.

Local heritage is embedded throughout the curriculum, enabling children to understand their community's place within the wider historical narrative. Children make connections between local history and wider national and global events, helping them recognise how the places and communities around them have changed over time.

Each unit is structured around a carefully chosen big question. The substantive and disciplinary knowledge taught within individual lessons is deliberately selected and sequenced so that children become increasingly able to respond to this question in an informed and historically reasoned way.

Each unit has clearly mapped knowledge and skills progression. Children develop increasingly sophisticated understanding of key historical concepts, including chronology, cause and consequence, continuity and change, similarity and difference, significance, evidence and interpretation.

Chronological understanding is developed progressively across the curriculum. Children are supported to locate periods, events and individuals within an increasingly secure chronological framework and make connections between periods they have studied.

Historical enquiry and source analysis become increasingly sophisticated as children progress through the school. Children move from observing and asking simple questions about historical evidence to considering provenance, usefulness, reliability and differing interpretations where age appropriate.

Vocabulary, reading and oracy are central to curriculum design. Each year group follows a carefully planned vocabulary progression that introduces and revisits key historical terminology, enabling children to think, speak and write with increasing historical precision.

The curriculum is inclusive and adapted to meet the needs of all learners through adaptive teaching and appropriate scaffolding where needed. Children are challenged and supported, ensuring every child can access, engage with and succeed within the History curriculum.



Planning and Resources

Planning is supported through detailed medium term plans created for each year group. These clearly identify the big question, learning intentions, substantive knowledge, disciplinary knowledge, key vocabulary and progression within each unit.

Individual lessons are sequenced so that children progressively acquire the knowledge and disciplinary skills needed to answer the big question in the final lesson. Teachers use the medium term plans and progression documents to ensure that learning is appropriately pitched while maintaining the intended sequence and breadth of the curriculum.

Each unit includes an oracy bullseye to support the development of speaking and listening skills. Oracy questions encourage children to explain historical ideas, use evidence, make comparisons, justify conclusions and discuss different historical interpretations confidently using subject-specific vocabulary.

Teachers use a wide range of high-quality resources to support historical learning, including:

- Historical artefacts for observation, exploration and enquiry.
- Primary and secondary source materials, including images, documents, maps and photographs.
- Knowledge organisers containing key facts, dates and vocabulary.
- Timelines and chronological resources.
- Visual and multimedia resources.
- Books, texts and age-appropriate historical accounts.
- Digital resources and online archives.

Resources are carefully selected to support accurate and meaningful historical enquiry. Teachers explicitly teach children how to approach historical sources, recognising that sources need to be interpreted and considered within their historical context.

Where appropriate, visits, visitors and local historical resources are used to enrich children's understanding and provide meaningful encounters with the past.



Early Years Foundation Stage (EYFS)

In EYFS, the foundations of historical learning are developed primarily through the Past and Present strand of Understanding the World. Children begin to develop an awareness of time, change and the past through their own experiences, family histories, stories, photographs, objects and significant events.

In Nursery, children begin to develop an understanding of past and present through familiar experiences. They talk about themselves and their families, notice changes over time and explore simple sequences of events. Through stories, photographs, objects and discussion, children begin to use language associated with time, such as now, before, after, yesterday and a long time ago.

In Reception, children build upon these experiences by developing a greater understanding of similarities and differences between the past and present. They explore the lives of people around them and learn about significant people, events and experiences through stories, photographs, artefacts and other appropriate sources.

Children begin to sequence events, recognise that things change over time and use increasingly precise language to talk about the past. They are encouraged to ask questions about historical objects, photographs and stories and begin to consider how we can find out about things that happened before they were born.

Adults support learning through storytelling, purposeful questioning, discussion and first-hand exploration of appropriate sources and artefacts. A balance of adult-guided learning and children's own curiosity enables them to develop the chronological awareness, vocabulary and enquiry skills needed for future historical learning.



Assessment

Formative Assessment

Assessment in History is ongoing throughout each unit. Teachers use observation, questioning, discussion, retrieval activities and low-stakes quizzes to assess children's understanding and progress. In addition to written assessment, teachers consider children's responses to historical sources, independent learning and oracy questions when assessing their substantive and disciplinary knowledge.

Teachers listen carefully to children's use of subject-specific vocabulary and their ability to explain historical events and developments, make connections, interpret evidence, justify conclusions and apply their learning to the unit's big question.

Assessment reflects the full learning journey across the unit. Teachers gather evidence as children progressively acquire and apply substantive and disciplinary knowledge rather than relying solely on the final lesson.

At the end of each unit, children complete a big finish task in which they answer the unit's big question. This enables them to bring together the substantive and disciplinary knowledge developed throughout the unit and demonstrate their ability to think historically, make connections, use evidence and communicate an informed response using relevant vocabulary.

Recording

Teachers assess children's understanding against clear success criteria linked to the progression of substantive and disciplinary knowledge across the whole unit.

Assessment is recorded through a range of evidence, including written work, source analysis, timelines, discussions, presentations, recorded discussions, photographs and outcomes from big finish tasks. Digital evidence may also be used where appropriate to capture learning experiences and enrichment opportunities.

Teachers use unit assessment guidance to assess children's learning and track progress across key subject-specific knowledge and skills, ensuring a comprehensive picture of each child's development in History.

Teacher assessment and children's self-assessment are both recorded, enabling children to reflect on their own learning, identify strengths and recognise areas for further development.

Use of Assessment

Assessment information is used to inform future planning and ensure all children make good progress in History. Using the assessment guidance, children are assessed as either working below, towards or at expected levels.

Teachers identify gaps in substantive or disciplinary knowledge, revisit key learning where necessary and adapt teaching to provide appropriate support or challenge for all children.

Assessment outcomes also support curriculum evaluation, ensuring units remain ambitious, progressive and effective in meeting the needs of all learners. The subject leader monitors assessment across the school to ensure consistency and identify gaps in learning or curriculum coverage.

Assessment information is shared with parents, while children's self-assessment supports the development of metacognitive skills by helping children understand what successful historical learning looks like and take increasing ownership of their progress.



Inclusion

We are committed to an inclusive curriculum that enables all children to access and succeed. Through adaptive teaching, reasonable adjustments, and ongoing formative assessment, teachers remove barriers and support understanding through scaffolding. Additional adults are deployed effectively to support access to high-quality teaching and develop independence. This ensures all children, including those with SEND, can make strong progress.

Impact



Curriculum Impact

By the end of their primary education, children will:

- Develop secure and increasingly detailed knowledge of British, local and world history.
- Develop a secure chronological framework and confidently locate the periods, events and individuals they have studied within it.
- Use subject-specific historical vocabulary confidently and accurately.
- Understand and explain cause and consequence within historical periods and events.
- Identify and explain continuity and change over time.
- Recognise and explain similarities and differences within and between periods and societies.

- Consider and explain the significance of historical events, individuals and developments.
- Make meaningful connections between different periods, societies and historical themes.
- Analyse and interpret a range of primary and secondary historical sources.
- Ask increasingly perceptive questions about historical evidence and consider its usefulness and reliability.
- Understand that the past can be represented and interpreted in different ways.
- Use historical evidence to develop, explain and justify reasoned conclusions.
- Communicate historical understanding confidently through discussion, debate and writing.
- Understand and appreciate the history and heritage of their local community and its relationship with wider historical events.
- Demonstrate curiosity and an understanding of how the past has shaped the present and can influence the future.
- Have met the National Curriculum requirements for History.
- Be prepared for the next stage of education as knowledgeable, curious, critical and increasingly independent historians.



Role of Subject Leader

The history subject leader will:

- Ensure National Curriculum requirements are met.
- Monitor teaching and learning for consistency and progression.
- Carry out book looks, learning walks and pupil voice activities.
- Review planning, assessment and curriculum coverage.
- Support staff through training, coaching and guidance.
- Track children's progress and attainment.
- Ensure appropriate resources are available and effective.
- Keep up to date with developments in history education.
- Support the ongoing evaluation and improvement of the history curriculum.