



## **WEST BOROUGH PRIMARY SCHOOL**

### **History**

#### **INTENT**

At West Borough Primary School, our History curriculum aims to inspire pupils' curiosity about the past and develop their understanding of how historical events and individuals have shaped the world we live in today. We believe that studying history enables children to understand their place within society, appreciate diverse cultures and experiences and develop a sense of identity within their local, national and global communities. Through a carefully sequenced curriculum, pupils develop a secure chronological understanding of British and world history whilst building substantive knowledge about significant events, civilisations, individuals and periods of change. We want children to become inquisitive historians who ask questions, analyse evidence, think critically and communicate their understanding effectively. Our history curriculum enables pupils to understand concepts such as chronology, cause and consequence, continuity and change, similarity and difference and historical significance. Through the study of a diverse range of people, societies and civilisations, pupils develop cultural capital and a deeper appreciation of the complexity of the world around them. We aim for all children to know more, remember more and do more as they move through the school.

#### **IMPLEMENTATION**

History is taught through the Kapow Primary History scheme and is fully aligned with the National Curriculum. The curriculum is carefully sequenced to develop both substantive knowledge and disciplinary knowledge. Learning begins in EYFS through the exploration of personal memories, family histories and significant people before progressing into increasingly complex historical periods and themes throughout Key Stages 1 and 2. Pupils develop chronological understanding through timelines, historical narratives and opportunities to make connections across periods of history. Throughout the curriculum, children learn to ask historically valid questions, analyse and interpret sources, recognise different interpretations, understand cause and consequence, evaluate significance and communicate their understanding using appropriate historical vocabulary. Teachers explicitly teach key knowledge and vocabulary and provide regular opportunities for retrieval practice, discussion and historical enquiry. Oracy is developed through historical enquiry, discussion and debate, enabling pupils to articulate their understanding, analyse

evidence and justify conclusions using appropriate historical vocabulary. Learning is adapted to ensure all pupils, including those with SEND and disadvantaged pupils, can access and succeed within the curriculum.

### Curriculum Overview

| Year Group | Autumn                                | Spring                                                                | Summer                                                                              |
|------------|---------------------------------------|-----------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Reception  | Peek into the Past                    | Adventures Through Time                                               |                                                                                     |
| Year 1     | How am I Making History?              | How Have Toys Changed?                                                | How Have Explorers Changed the World?                                               |
| Year 2     | How Was School Different in the Past? | How Did We Learn to Fly?                                              | What is a Monarch?                                                                  |
| Year 3     | Stone Age, Bronze Age or Iron Age?    | Why Did Romans Invade Britain?                                        | What Was Important to Ancient Egyptians?                                            |
| Year 4     | How Have Children's Lives Changed?    | Anglo-Saxon Britain                                                   | What Was Important to Ancient Egyptians?<br>2026-2027<br><br>Ancient Maya 2027-2028 |
| Year 5     | Vikings                               | Tudor England                                                         | Ancient Greece Legacies                                                             |
| Year 6     | World War II                          | Tudor England 2026-2027<br><br>What Can the Census Tell Us? 2027-2028 | Sikh Empires                                                                        |

### IMPACT

By the time pupils leave West Borough Primary School, they have developed a secure understanding of British and world history and can place significant events, people and periods within a coherent chronological framework. Pupils demonstrate curiosity and enthusiasm for learning about the past. They can ask thoughtful questions, analyse a range of historical sources and use evidence to support their conclusions. Children use subject-specific vocabulary confidently and can explain historical concepts such as chronology, significance, cause and consequence, continuity and change. They make connections between different periods of history and understand how the past continues to influence the present. The impact of the curriculum is evidenced through pupil voice, assessment outcomes, work scrutiny, historical enquiries, lesson visits and subject leadership monitoring. Children demonstrate increasing independence, critical thinking and historical understanding and are well prepared for the next stage of their history education.