



Knowledge is ‘food for thought’

This history curriculum has been co-designed by primary senior and subject leaders from primary schools within the Trust, a secondary lead practitioner for history from a Trust school and with some support from an education consultant.

Our Primary History Curriculum purpose and aims:

We want our pupils to think like an historian – we must inspire pupils to be curious about the past and think about the impact that significant events and people have had on their own lives today. They must be supported to learn using KASE and specifically through dialogic talk.

The curriculum has been planned around key concepts and skills. Concepts such as continuity and change, cause and consequence, similarity, difference and significance will be taught and pupils will be encouraged to use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.

Key vocabulary will be introduced and used verbally prior to historical writing. History, whilst taught as a discrete subject, should be taught along-side other subject areas and teachers must make explicit, the links between the history knowledge and skills and other subjects

We want pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world so teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement on how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.

Each school will display an historical, scaled timeline which will be added to, as events in history become the focus of study. This will support pupils to know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day. They will also gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time therefore they should 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, both their achievements and their mistakes.



Key questions have been included in the curriculum to support teachers in their planning for pupils to be able to 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.