HISTORY

SUBJECT OVERVIEW

Carefully sequenced. Purposeful themes. Local roots.

CHESHIRE ACADEMIES TRUST

Curriculum Intent & Implementation

OUR INTENT

- Curious historians who understand the past and its impact on the present
- A chronological framework of British and world history from Year 1 to Year 6
- An enquiry-led approach: pupils investigate sources and draw their own conclusions
- Substantive knowledge (I know) and disciplinary knowledge (I can) in every unit
- Local history studied every year alongside British and world history
- Confident young historians who can explain change, continuity, cause and consequence

IMPLEMENTATION

Curriculum structure & sequencing

Taught as a discrete subject across three half terms a year (four in Year 6), not through cross-curricular topics. Every unit is structured around six waypoints, each building specific knowledge.

Content & concepts

A timeline spine reinforces chronology across KS1 and KS2. Teaching draws on artefacts, sources and, where possible, first-hand visits and local history.

Enrichment & personal development

Opportunities to visit Tatton Park and Knutsford Heritage Centre, alongside workshops, themed days and immersive historical experiences.

Assessment & next steps

Retrieval quizzes and exit tickets alongside ongoing questioning and discussion. Judgements are recorded in Whole Class Feedback Books and Insight.

History and The Pathway

Every History unit incorporates elements of the five Pathway Trails, connecting subject learning to the wider Bexton experience.



PERFORMANCE

Presenting historical findings, explaining cause and consequence and justifying interpretations with confidence.



SOCIAL

Discussing how life has changed for different people over time and considering perspectives beyond our own.



COMMUNITY

Exploring Knutsford's own history and the local area's part in national and international events.



TEAM

Collaborating on historical enquiry, source investigation and shared research tasks.



COMMUNICATION

Communicating findings clearly and using evidence to support historical conclusions.

History in the Early Years Foundation Stage

History is not yet a discrete subject in Reception. It's delivered through Understanding the World, with regular opportunities for pupils to explore past and present through discussion, stories and enquiry, ready for the discrete history curriculum from Year 1.

IN RECEPTION, CHILDREN CAN...

- Talk about their own families, how they have grown and changed, and the people who help us
- Compare life in the past and now using photographs and stories, including seaside holidays
- Find out about the job of an explorer and ask visitors about their roles
- Use words like 'long ago', 'now', 'first' and 'then' to say when things happened

UNDERSTANDING THE WORLD

Early Learning Goal: Past and Present

- Talk about the lives of the people around them and their roles in society
- Know some similarities and differences between things in the past and now
- Understand the past through settings, characters and events encountered in books and storytelling

Development Matters guides the frequency, repetition and depth of these experiences. History is not taught discretely in Nursery, where Swans begin by talking about their families and taking part in local traditions such as Knutsford's May Day.

Inclusion within History

Every child at Bexton is a historian. The curriculum intent stays the same for every pupil. What changes is how staff scaffold the journey there for children with additional needs.

SAME AMBITION.
ADAPTED APPROACH.

Vocabulary support	Sentence stems, vocabulary banks and explicit teaching of historical vocabulary
SEND support	Adapted resources, additional visual supports, pre-teaching of vocabulary and targeted adult support
Scaffolding	Complex concepts broken into manageable steps, with guided source analysis and visual timelines
Challenge	Interpreting a range of sources and considering different perspectives critically

Curriculum Journey: Year 1 & Year 2

Year 1

AUTUMN
The Gunpowder Plot

Key people and events of 1605, and why we remember it on Bonfire Night.

SPRING
Changes Within Living Memory

Leisure and social change in our grandparents' lifetime.

SUMMER
Chester Zoo

How George Mottershead founded Chester Zoo, and how it has changed.

Year 2

AUTUMN
Great Fire of London

When and how the fire started, and how London changed because of it.

SPRING
Famous Explorers

Significant explorers, their achievements and how they shaped the world.

SUMMER
Castles

What castles are, why they were built, and local examples.

Autumn Spring Summer

Curriculum Journey: Year 3 & Year 4

Year 3

AUTUMN

Stone Age to Iron Age

How Britain changed from the Stone Age to the Iron Age.

SPRING

Roman Impact on Britain

The Roman Empire and its lasting impact on Britain.

SUMMER

Cheshire Waterways

How canals transformed transport, including the Anderton Boat Lift.

Year 4

AUTUMN

Anglo-Saxons

Anglo-Saxon invasion, settlement, daily life and legacy.

SPRING

Vikings

Viking arrival, rulers, daily life and struggle for power.

SUMMER

World War II

WWII through the eyes of children in Manchester, including evacuation.

Autumn Spring Summer

Curriculum Journey: Year 5 & Year 6

Year 5

AUTUMN

The Mayans

Mayan civilisation and how it contrasts with British history.

SPRING

Ancient Egyptians

Egyptian achievements, and how we know they're accurate.

SUMMER

Crime and Punishment

Crime and punishment through history, with a focus on Knutsford.

Year 6

AUTUMN 2 TO SPRING 1

The Victorians

Industry and social reform, Victorian childhood, and Quarry Bank Mill.

SPRING 2 TO SUMMER 1

Ancient Greece

Ancient Greece's influence on culture and society today.

SUMMER

Ancient Greece continues

The Ancient Greece unit runs to the end of Summer 1.

Autumn Spring Summer

Curriculum Coverage: Year 1 – Year 3

STRAND	YEAR 1	YEAR 2	YEAR 3
Historical Content	The Gunpowder Plot, changes within living memory, and Chester Zoo as local history	The Great Fire of London, significant explorers, and castles as a local and national study	Britain from the Stone Age to the Iron Age, Roman impact on Britain, and Cheshire's waterways
Chronology	Develop an awareness of the past using words and phrases relating to the passing of time	Develop an awareness of the past using words and phrases relating to the passing of time	Establish clear narratives within and across periods, noting connections and trends over time
Enquiry	Use everyday historical vocabulary; ask and answer questions using stories and sources	Use everyday historical vocabulary; ask and answer questions using stories and sources	Use appropriate historical terms; understand how knowledge of the past is constructed from sources
Interpretation	Understand some ways we find out about the past and how it is represented	Understand some ways we find out about the past and how it is represented	Understand that different versions of the past may exist, giving some reasons for this

For full progression and skills detail by year group, see the History Progression Document.

Curriculum Coverage: Year 4 – Year 6

STRAND	YEAR 4	YEAR 5	YEAR 6
Historical Content	Anglo-Saxon settlement, the Viking struggle for England, and World War Two through Manchester	The Maya civilisation, Ancient Egyptian achievements, and crime and punishment through Knutsford	A local history study through the Victorians, and Ancient Greece's influence on the western world
Chronology	Establish clear narratives within and across periods, noting connections and trends over time	Establish clear narratives within and across periods, noting connections and trends over time	Establish clear narratives within and across periods, noting connections and trends over time
Enquiry	Use appropriate historical terms; understand how knowledge of the past is constructed from sources	Use appropriate historical terms; understand how knowledge of the past is constructed from sources	Use appropriate historical terms; understand how knowledge of the past is constructed from sources
Interpretation	Understand that different versions of the past may exist, giving some reasons for this	Understand that different versions of the past may exist, giving some reasons for this	Understand that different versions of the past may exist, giving some reasons for this

For full progression and skills detail by year group, see the History Progression Document.

Disciplinary Skills Progression: Year 1 – Year 3

STRAND	YEAR 1	YEAR 2	YEAR 3
Chronology	Order events in their own lives; use before, after, now, then	Sequence significant events; begin to use simple timelines	Recognise and sequence key local history events; introduce century, decade, era
Historical Enquiry	Ask simple questions about the past using basic sources	Formulate questions; research using a range of sources	Develop research skills; begin to understand primary and secondary sources
Conceptual Understanding	Recognise basic changes over time; understand actions have consequences	Compare past and present; identify causes and consequences	Explore how events led to change; consider consequences of decisions

For full disciplinary skills progression, see the History Progression Document.

Disciplinary Skills Progression: Year 4 – Year 6

STRAND	YEAR 4	YEAR 5	YEAR 6
Chronology	Arrange events chronologically using timelines; use BC and AD	Compare timing of events across periods; begin timelines with a range of dates	Accurately compare timing across periods; independently create timelines
Historical Enquiry	Plan simple investigations; understand primary and secondary sources	Conduct complex investigations, analysing multiple sources	Conduct independent research, critically evaluating sources
Conceptual Understanding	Investigate figures with lasting impact; examine similarities and differences	Examine causes and consequences of change; analyse cultural exchange	Analyse turning points and their long-term effects on history and society

For full disciplinary skills progression, see the History Progression Document.

Assessment within History

DAY TO DAY

- Questioning, discussion and source-based enquiry throughout every lesson
- Retrieval activities at the start of each lesson to revisit prior learning
- Retrieval quizzes and exit tickets throughout each unit
- Whole-class feedback used to address misconceptions and model improvements

ONGOING

- An overall professional judgement of attainment made at the end of the year
- Judged against six waypoints of substantive and disciplinary knowledge per unit
- Recorded in Whole Class Feedback Books and Insight (annually)
- Termly monitoring by the Subject Leader checks coverage and progression

Every child at Bexton leaves able to think like a historian: asking questions, weighing evidence and understanding how the past has shaped the present.