



Trinity St. Peter's

Church of England Primary School

where children shine

# History Curriculum Policy

Guided by Our Faith in Everything That We Say and Do

# Our School Vision



At Trinity St. Peter's, we are driven by the belief that every child is a star. In partnership with our local and global community, we equip each child with the skills, values, and mindset to shine.

We are committed to creating a school where every child feels they belong, where differences are recognised and celebrated, and where every individual is valued. Our curriculum is innovative, inclusive, and engaging, inspiring a lifelong love of learning and high aspirations.

We nurture children's growth academically, socially, emotionally, and spiritually. Through personal development and opportunities for pupil voice and leadership, we empower children to shape their futures and make a positive difference in the world.

Together, as a community, we work to ensure equity, success for all, and a deep celebration of diversity, rooted in kindness, inclusion, and mutual support.

## History Vision Statement:

History at Trinity St Peter's enables pupils to become curious historians who develop a secure understanding of Britain's past and the wider world. Through engaging and purposeful enquiries, pupils explore significant events, people and civilisations, developing their knowledge of chronology and understanding how the past has shaped the world they live in today.

Our History curriculum develops curiosity, critical thinking and historical awareness, preparing pupils for later life in an increasingly diverse and interconnected world. Pupils learn to think, investigate and evaluate as historians, applying their knowledge of chronology, cause and consequence, significance, interpretation and evidence to meaningful contexts. Through exploring local, national and world history, pupils develop a sense of identity, appreciation of diversity and an understanding of their place within a changing society.

# Intent

The purpose of our History curriculum is to equip every child with the knowledge, skills and attitudes they need to thrive as informed, thoughtful and responsible citizens.

We implement the National Curriculum. to deliver a high-quality, engaging curriculum that inspires pupils to investigate the past and understand its impact on the present. The curriculum is designed to develop children's understanding of historical concepts through enquiry, investigation, interpretation and evaluation.

We aim to foster a culture of curiosity and critical thinking, encouraging pupils to ask questions, analyse evidence, challenge assumptions and develop their own informed conclusions. Pupils build substantive knowledge of significant events, civilisations and individuals, alongside developing disciplinary knowledge by working as historians.

Our curriculum is designed to develop key learning behaviours for later life, including resilience, communication, critical thinking, curiosity and collaboration. Through this, pupils are prepared not only for the next stage of education but for life beyond school as informed members of society.

The curriculum is carefully structured using a progressive scheme (Developing Experts) to ensure that pupils build on prior learning and achieve clearly defined end points.

# Implementation

All of our children will have consistent access to a broad, balanced and high-quality History curriculum which will:

- Develop the historical knowledge and enquiry skills needed to understand Britain's past and the wider world.
- Build and apply a secure understanding of chronology, enabling pupils to place events, civilisations and significant individuals within a wider historical framework.
- Enable pupils to investigate and interpret a range of historical sources and evidence.
- Develop children's ability to ask perceptive questions, think critically, weigh evidence and reach reasoned conclusions.
- Help pupils understand concepts such as cause and consequence, continuity and change, similarity and difference and historical significance.
- Provide opportunities for children to explore local, national and international history and understand how these are interconnected.
- Support pupils in developing cultural capital through the study of diverse societies, significant individuals and key historical events.
- Ensure all pupils can access and succeed within the History curriculum through inclusive and adaptive teaching approaches.

- Use Developing Experts History to provide progression, consistency and high-quality curriculum design across all year groups.

In addition to this curriculum, we teach History through the school's core values:

**Service – Hope – Imagine – Nurture - Enjoy**

## **Service**

With Christ at the centre, History is more than a subject; it is an opportunity for children to understand the experiences, achievements and challenges of people throughout time. By studying how individuals and communities have shaped society, children develop respect, empathy and a sense of responsibility towards others. Our History curriculum encourages pupils to learn from the past and consider how they can positively contribute to their own communities.

## **Hope**

Learning about the past empowers pupils to understand how change can happen over time. Through studying periods of challenge, innovation and achievement, children learn that societies can overcome difficulties and make progress. Our curriculum promotes resilience by helping pupils understand that mistakes, lessons and perseverance have shaped human history and continue to shape our future.

## **Imagine**

Our History curriculum ignites curiosity and ambition by encouraging pupils to imagine life in different periods and places. Through historical enquiry, artefacts, sources and immersive experiences, pupils develop the ability to think creatively about the past while building a deeper understanding of historical events and people's experiences.

## **Nurture**

The curriculum provides a safe and inclusive environment where children can explore different perspectives and develop empathy and understanding. Through studying diverse cultures, communities and individuals, children learn to appreciate differences and celebrate the contributions people have made throughout history. This helps nurture confidence, respect and a strong sense of identity.

## **Enjoy**

We want our children to enjoy discovering the past and developing their curiosity about the world. Through engaging enquiries, historical investigations and meaningful discussions, pupils experience the excitement of uncovering evidence and answering historical questions. Learning about the achievements, struggles and stories of people from the past inspires a lifelong interest in history.

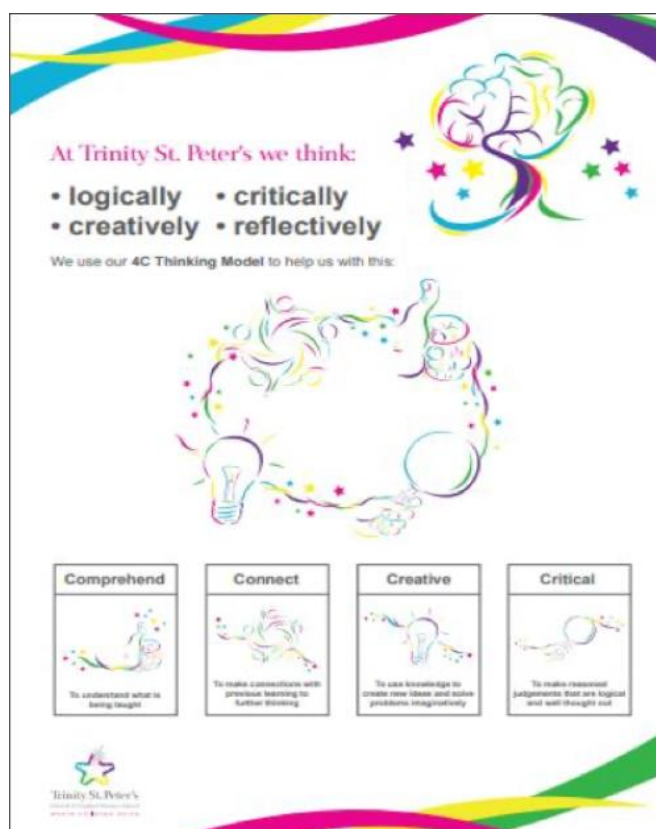
We support children in becoming confident, knowledgeable individuals who feel included, valued and inspired to succeed.

In summary, guided by British and Christian values, pupils are encouraged to be respectful, responsible and informed citizens who understand the importance of learning from the past. Through success, we raise aspirations and broaden horizons by helping children understand how historical events, individuals and civilisations have shaped the world in which we live. Carefully planned historical enquiries and exposure to a diverse range of people, cultures and significant events provide inspiration, enabling pupils to think critically, appreciate different perspectives and see themselves as active participants in an ever-changing world.

## 4C Thinking Model

We also embed the school's 4C Thinking Model into all History lessons.

The 4C Thinking Model (Comprehend, Connect, Creative, Critical) underpins all teaching and learning in History. It supports pupils in understanding new concepts, linking prior learning, generating ideas and evaluating outcomes. Teachers plan opportunities for pupils to think critically about historical events, analyse evidence, consider different interpretations and reach informed conclusions. Thinking Maps are used where appropriate to support pupils in organising evidence, structuring historical enquiry and developing their understanding as historians.



# Vocabulary is VITAL

|                   |                                                                                                                                                                                                                           |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Valued</b>     | We value vocabulary in History and it underpins everything we do.                                                                                                                                                         |
| <b>Identified</b> | Historical vocabulary is identified by the history subject leader and is explicitly planned for.                                                                                                                          |
| <b>Taught</b>     | Vocabulary is explicitly taught in every lesson. Our knowledge organisers are used as a teaching tool for key historical focused vocabulary and the History medium term plans include additional vocabulary to be taught. |
| <b>Applied</b>    | Once vocabulary is taught, it is applied. Children apply their vocabulary in their speaking and listening, writing and assessment outcomes in History.                                                                    |
| <b>Learned</b>    | Vocabulary is revisited and relearned. Vocabulary sticks in the children's long-term memory. Lesson by lesson, year by year, children revisit and relearn key History vocabulary.                                         |

We follow the STAR approach (**S**elect, **T**each, **A**ctivate, **R**evisit) to teach new or unfamiliar vocabulary.

|                                                                                                                                            |                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
|  <p><b>Our STAR Vocabulary is:</b></p>                   |  <p><b>What does it mean?</b></p>      |
|  <p><b>How does this word connect to the topic?</b></p> |  <p><b>How can I remember it?</b></p> |

# EYFS

Through an 'explosion of experiences', our youngest historians are introduced to the foundations of their understanding of the world and the past. Carefully planned opportunities, knowledge and experiences are woven throughout provision and adult-led learning to help children develop curiosity about people, places and events beyond their own lived experiences. High-quality books, stories, photographs, artefacts and discussions are used to enrich children's understanding of the past and present. History vocabulary is explicitly planned for, and staff consistently model this language to support children in developing early historical understanding.

Understanding the world is vital to children's overall development. Children begin by exploring their own lives, families and communities before comparing these with those from the past and different cultures. Through meaningful experiences, they develop an awareness of chronology, change and continuity, learning that things were different in the past and that people's lives have changed over time. Opportunities to talk about significant events, celebrations, traditions and family history help children develop a sense of identity and belonging.

Children are encouraged to be curious and ask questions about the world around them throughout the school day. Within provision, they engage in repeated and varied opportunities to explore photographs, artefacts, stories and historical themes, helping them build knowledge and understanding over time.

The foundations of History learning in EYFS are carefully linked to Year 1 and beyond. Our curriculum is supported by the Developing Experts History scheme, which provides a clear and progressive structure, ensuring children develop the knowledge and skills needed to access the National Curriculum. Learning is carefully sequenced so that new knowledge builds upon previous experiences and leads towards clearly defined end points.

Both our staff and children are enthusiastic about History and understanding the world. Through ongoing CPD, we strive to ensure teachers have expert subject knowledge and a secure understanding of child development. Our pedagogy is firmly rooted in our curriculum intent of embedding learning into long-term memory so that both substantive knowledge (historical facts, people and events) and disciplinary knowledge (thinking and working as historians) can be recalled and applied fluently.

We firmly believe that all children should have full access to our History curriculum. Learning experiences and provision are adapted where appropriate to meet the needs of all pupils, including those with additional needs, ensuring every child experiences success, inclusion and enjoyment while developing their understanding of the world and the past.

## Sequence Structure

### History sequence structure

#### Phase 1 – Enquire

- Prior History learning revisited
- Make connections to the new historical theme, period or enquiry question.
- Use a historical stimulus to spark curiosity and discussion.
- Explore and discuss historical sources.
- Share the unit outcome and enquiry question.
- Record and discuss prior knowledge, questions and misconceptions using a Circle Thinking Map.
- Knowledge organiser introduced

|                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Phase 2 – Investigate</b> | <ul style="list-style-type: none"> <li>• Medium-term planning to inform lessons</li> <li>• New historical knowledge and enquiry skills taught through explicit modelling.</li> <li>• Opportunities for pupils to investigate and interpret a range of historical sources.</li> <li>• Vocabulary explicitly taught through Knowledge Organiser</li> <li>• Quality First Teaching</li> </ul>                                                                                                                  |
| <b>Phase 3 – Evaluate</b>    | <ul style="list-style-type: none"> <li>• Review learning against the enquiry question and success criteria.</li> <li>• Identify strengths and next steps in historical understanding.</li> <li>• Reflect on the knowledge and enquiry skills developed throughout the unit.</li> <li>• Share and discuss findings using historical vocabulary.</li> <li>• Add new knowledge and skills to the Circle Thinking Map to show learning and progress.</li> <li>• Children know more and remember more</li> </ul> |

## Lesson Structure

Each lesson, within the sequence, follows the structure so prior knowledge is constantly revisited and transferred to long term memory.

| <b>History lesson structure</b>        |                                                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Phase 1 – Recap and Connect</b>     | <ul style="list-style-type: none"> <li>• Recap previous learning and activate prior knowledge</li> <li>• Refer to Knowledge Organiser</li> <li>• Introduce and teach STAR vocabulary</li> <li>• Link to previous History learning, key events, people and periods.</li> <li>• Connect prior learning to enquiry question or stimulus.</li> </ul>                                         |
| <b>Phase 2 – Teach and Investigate</b> | <ul style="list-style-type: none"> <li>• Teach new historical knowledge and enquiry skills through modelling.</li> <li>• Opportunities for pupils to generate questions and develop historical understanding.</li> <li>• Investigate and interpret a range of historical sources and evidence.</li> <li>• Use historical vocabulary in discussion, explanation and reasoning.</li> </ul> |
| <b>Phase 3 – Evaluate and reflect</b>  | <ul style="list-style-type: none"> <li>• Evaluate learning against the enquiry question and success criteria.</li> <li>• Discuss what has been learned and identify any misconceptions or gaps.</li> <li>• Use historical vocabulary to explain findings, interpretations and conclusions.</li> <li>• Formative assessment to inform next steps.</li> </ul>                              |

## Marking Expectations

In line with the school's marking and feedback principles, pupils are encouraged to reflect on their learning and respond to feedback.

Each new unit begins with a clearly presented title page including the term (e.g. Autumn 1), the title of the topic, the subject (History), and a relevant image or visual stimulus.

# Oracy in History

Opportunities for structured talk are embedded throughout Art and Design lessons. Pupils are encouraged to discuss historical events, explain their thinking, justify their interpretations and evaluate sources using subject-specific vocabulary. Teachers model and scaffold language through sentence stems such as:

- “I think this happened because...”
- “The evidence suggests that...”
- “This source is reliable because...”

This supports deeper understanding and strengthens pupils’ ability to think critically, reflect and communicate as historians.

## History Long Term Plan

All our planning is based on our key principles and intent for our curriculum.

| Year Group | Autumn                                    | Spring                                | Summer                    |
|------------|-------------------------------------------|---------------------------------------|---------------------------|
| Year 1     | Florence Nightingale and Mary Seacole     | History of Toys                       | The Victorians            |
| Year 2     | The Great Fire of London                  | Houses and Homes                      | Castles                   |
| Year 3     | The Stone Age                             | Bronze Age to Iron Age                | Ancient Egypt             |
| Year 4     | The Roman Empire in Britain               | Anglo-Saxon Britain                   | Vikings in Britain        |
| Year 5     | Ancient Maya Civilisation                 | The Legacy of Ancient Greece          | The Tudors                |
| Year 6     | Our History<br>(A local historical study) | The Impact of World War II on Britain | The Industrial Revolution |

# Progression Documents

Developing Experts progression documents support teachers in understanding how historical knowledge, skills and vocabulary build from Year 1 to Year 6. They ensure clear progression in chronology, historical enquiry, evidence, interpretation, cause and consequence, change and continuity, and significance, while also developing pupils' critical thinking and evaluation skills across the History curriculum.

They are all accessed by staff through Developing Experts (and are not published in entirety here due to copyright reasons).



History Curriculum  
Progression of Knowledge



| Key Stage 1                                                                                                                                                                         |                                                                                                                                   |                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| National Curriculum Objective                                                                                                                                                       | YEAR 1                                                                                                                            | YEAR 2                                                                                                                           |
| Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.                                                                     | <ul style="list-style-type: none"> <li>The History of Toys</li> <li>Houses and Homes</li> <li>The Great Fire of London</li> </ul> | <ul style="list-style-type: none"> <li>The Victorians</li> <li>Florence Nightingale and Mary Seacole</li> <li>Castles</li> </ul> |
| Pupils should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. | <ul style="list-style-type: none"> <li>The History of Toys</li> <li>Houses and Homes</li> <li>The Great Fire of London</li> </ul> | <ul style="list-style-type: none"> <li>The Victorians</li> <li>Florence Nightingale and Mary Seacole</li> <li>Castles</li> </ul> |
| Pupils should use a wide vocabulary of everyday historical terms.                                                                                                                   | <ul style="list-style-type: none"> <li>The History of Toys</li> <li>Houses and Homes</li> <li>The Great Fire of London</li> </ul> | <ul style="list-style-type: none"> <li>The Victorians</li> <li>Florence Nightingale and Mary Seacole</li> <li>Castles</li> </ul> |
| Pupils should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.                         | <ul style="list-style-type: none"> <li>The History of Toys</li> <li>Houses and Homes</li> <li>The Great Fire of London</li> </ul> | <ul style="list-style-type: none"> <li>The Victorians</li> <li>Florence Nightingale and Mary Seacole</li> <li>Castles</li> </ul> |
| Pupils should understand some of the ways in which we find out about the past and identify different ways in which it is represented.                                               | <ul style="list-style-type: none"> <li>The History of Toys</li> <li>Houses and Homes</li> <li>The Great Fire of London</li> </ul> | <ul style="list-style-type: none"> <li>The Victorians</li> <li>Florence Nightingale and Mary Seacole</li> <li>Castles</li> </ul> |
| Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.                                   | <ul style="list-style-type: none"> <li>The History of Toys</li> </ul>                                                             | <ul style="list-style-type: none"> <li>Castles</li> </ul>                                                                        |
| Pupils should be taught about events beyond living memory that are significant nationally or globally.                                                                              | <ul style="list-style-type: none"> <li>The Great Fire of London</li> </ul>                                                        | <ul style="list-style-type: none"> <li>Florence Nightingale and Mary Seacole</li> </ul>                                          |



### Year 3 – Ancient Egypt

| Lesson Title                                                              | National Curriculum Reference                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Lesson Outcomes                                                                                                                                                                                                                                                                           | Rocket Words                                                      | Resources Needed                                                                                          |
|---------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| Was Ancient Egypt the first great civilisation?                           | <p>* Pupils should be taught the achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p> <p>* Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study</p> <p>* Pupils should note connections, contrasts and trends over time</p> <p>* Pupils should develop the appropriate use of historical terms</p> <p>* Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</p> <p>* Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> | <ul style="list-style-type: none"> <li>- Identify the first civilisations</li> <li>- Compare the time spans of the first civilisations</li> <li>- Understand how to place BCE dates on a timeline</li> </ul>                                                                              | ancient<br>BCE<br>time span<br>timeline<br>civilisation           | Handouts, base 10 (dienes) cubes, scissors and glue                                                       |
| How did the Ancient Egyptians farm in a desert?                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>- Recognise the importance of the Nile in Ancient Egyptian life</li> <li>- Understand the farming seasons in Ancient Egypt</li> <li>- Identify other uses for the Nile, as well as farming</li> </ul>                                              | cycle<br>harvest<br>crops<br>flooding<br>fertile soil             | Handouts, scissors, glue, split pins, atlases or globes (optional)                                        |
| How do we know so much about the Ancient Egyptians?                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>- Identify some of the ways we know about the past</li> <li>- Understand what information the Ancient Egyptians recorded and the writing system they used</li> <li>- Understand the importance of the Rosetta Stone to historians</li> </ul>       | decode<br>symbol<br>Rosetta Stone<br>scribe<br>hieroglyphics      | Handouts, season wheels from the previous session, paint or colouring pencils/pens                        |
| What did Ancient Egyptians believe about the afterlife?                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>- Identify who was buried in the pyramids</li> <li>- Understand the process of mummification</li> <li>- Explain why pharaohs were mummified</li> </ul>                                                                                             | preserve<br>mummification<br>afterlife<br>pharaoh<br>pyramid      | Handouts, scissors, glue, colouring pencils, apples cut into slices, plastic cups, salt, and kitchen roll |
| What was found in Tutankhamun's tomb?                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>- Understand why pharaohs began to be buried in secret tombs</li> <li>- Recognise the significance of Howard Carter's discovery</li> <li>- Consider whether mummies should be displayed in museums</li> </ul>                                      | excavation<br>sarcophagus<br>Howard Carter<br>Tutankhamun<br>tomb | Handouts, mummified and control apples from the previous session                                          |
| Assessment: What would a year in the life of an Ancient Egyptian be like? |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>- Recall information about daily life in Ancient Egypt</li> <li>- Describe the major events that would happen in an Ancient Egyptian year</li> <li>- Explain what would be found in a pharaoh's pyramid and the ritual of mummification</li> </ul> | architect<br>quarry<br>Shemu<br>Peret<br>Akhet                    | Handouts, colouring pencils                                                                               |

# Assessment in History

Assessment in History is ongoing and based on pupils' ability to develop and apply historical knowledge and disciplinary skills. Teachers assess pupils through:

- Observation during lessons and historical enquiries
- Discussion, questioning and pupil voice
- Review of written work, recorded outcomes and practical activities
- Analysis of responses to Developing Experts tasks and quizzes
- Assessment of pupils' use of historical vocabulary and concepts

Assessment takes place at key points:

- Start of unit - prior knowledge and understanding
- During lessons - teacher observation and feedback
- End of unit - evaluation of pupils' historical knowledge, understanding and enquiry skills

Assessment is used to inform future planning and ensure progression across year groups. Developing Experts assessment tools and guidance support teachers in making accurate judgements about pupils' attainment and progress in History. Developing Experts lessons follow a clear enquiry-based approach, enabling pupils to build historical knowledge, investigate and evaluate.

## Subject Leadership and Monitoring

The History subject leader is responsible for monitoring the quality of teaching and learning across the school. This includes:

- Reviewing planning and curriculum coverage
- Conducting book scrutiny
- Gathering pupil voice
- Monitoring progression and outcomes
- Supporting staff through CPD and guidance

Monitoring ensures that the History curriculum is implemented consistently and that all pupils receive a high-quality History education.

# Impact

Our well-constructed and well-taught History curriculum leads to strong outcomes. Our results reflect what our children have learnt and remembered. Our philosophy is that a broad and balanced curriculum leads to high-quality outcomes and the achievement of end points at the end of each key stage.

We ensure all groups of children are provided with the knowledge and cultural capital they need to succeed in life. Through an enquiry-based approach, children develop the confidence to recall and apply historical knowledge, concepts and vocabulary from their long-term memory.

The quality of our children's work, at every stage, is of a high standard. Pupils are able to confidently talk about their learning, explain their ideas and conclusions, and use appropriate historical vocabulary when analysing events, sources and interpretations. Learning is carefully sequenced towards clear end points, ensuring pupils are prepared for the next stage of their education.

We ensure all our children read to a stage-appropriate level and fluency through disciplinary literacy in History lessons.

The impact of the History curriculum is measured through the following:

- Assessment at the end of each unit of work
- Vocabulary and knowledge are assessed at the end of each lesson and at the end of unit.
- Pupil voice
- Progress evident in children's books and records of experiences
- Seeking views of parents where appropriate

Policy reviewed: 2025/26

Next review: 2027/28