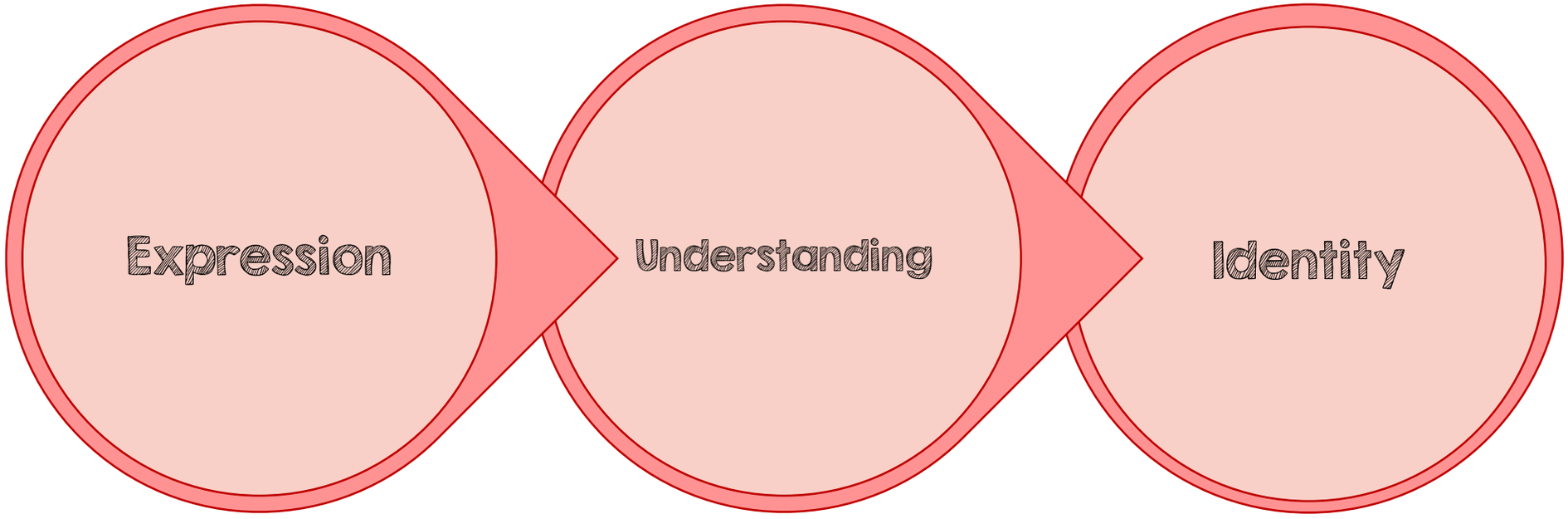
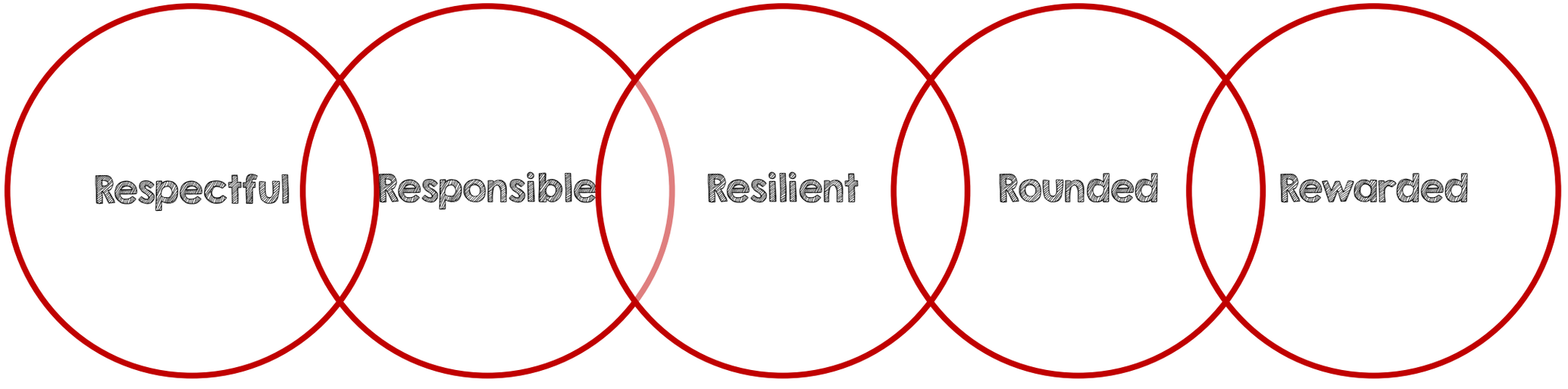
Highfields Academy and Nursery - History

"History is who we are and why we are the way we are." - David McCullough





History

Vision

At Highfields Academy, we inspire historians who use questioning, exploration and the study of sources and artefacts to develop their understanding of the past and how it shapes the present. Through an immersive and coherently sequenced curriculum, enriched by educational visits and local history, pupils develop their understanding of chronology, change and significant events, applying their skills to investigate, interpret and draw conclusions with increasing accuracy and historical awareness.

Intent

- Foster an interest in the past and an understanding of how it has shaped the present.
- Develop a clear sense of chronology to organise knowledge and understanding of historical events.
- Encourage enquiry, investigation and analysis using a range of primary and secondary sources.
- Enable pupils to distinguish between historical fact and interpretation and to make informed comparisons between past societies.
- Promote spiritual, moral, social and cultural development through learning about significant events and societies in Britain and the wider world.

Implementation

- History is taught through a progressive, whole-school curriculum aligned with the National Curriculum.
- Lessons are delivered in half-termly units, supported by a progression of knowledge and skills to ensure clear development across year groups and adapt to pupils' interests.
- Pupils engage in a wide range of stimulating activities both inside and outside the classroom.
- Enrichment opportunities, including educational visits, museum trips and visitors, enhance learning through hands-on experiences.

Impact

- Pupils demonstrate secure and progressive historical knowledge, with a clear understanding of chronology and how past events have influenced the present.
- Pupils show high levels of engagement and curiosity, asking thoughtful questions and developing a genuine interest in history.
- Children confidently apply disciplinary skills, including enquiry, analysis and interpretation of a range of sources, evidencing historical thinking.
- Pupils make meaningful links between topics and compare different societies, deepening their understanding of diversity and change over time.
- Enrichment opportunities, including visits and visitors, ensure learning is memorable and enable pupils to connect classroom knowledge to real-life experiences, supporting their wider spiritual, moral, social and cultural development.

History

Beyond The Classroom - Enrichment and Cultural Capital

Celebration of significant national and global historical events to promote cultural understanding.

Educational visits to museums, local heritage sites and historical landmarks.

Use of storytelling and school-wide reading focus on historical texts to develop interest and deepen understanding of the past

Use of local history to strengthen community links and sense of place.

Cross-curricular links embedding history through English, art and geography.

Themed history days or immersive experience weeks (e.g. ‘Victorian Day’ or ‘Roman Day’) to bring history to life across the school

Visitors and workshops providing first-hand historical experiences.

Whole-school history-themed assemblies and commemorative events (e.g. Remembrance, Black History Month).

STEM/invention club exploring historical inventions and their impact on modern life.

History

Action Plan - 2026-2027

Priority	Actions	Success Criteria	Who?	When?
1) Embed a coherent mastery curriculum in history	• Refine progression map to ensure clear sequencing and coverage across all year groups • Embed regular retrieval opportunities to revisit prior learning • Ensure consistent use of timelines to support chronological understanding • Provide staff CPD on disciplinary knowledge (e.g. enquiry, interpretation)	• Pupils demonstrate secure chronological understanding and can make links between prior and current learning • Planning shows clear progression of knowledge and skills across year groups • Pupils use subject-specific vocabulary accurately and confidently	Headteacher and Deputy headteacher Subject leader Class teachers	• Curriculum refinement and staff CPD – Autumn 2026 Implementation of updated planning and timelines – Autumn 2026 • Monitoring through book looks – Autumn 2026–Spring 2027
2) Ensure equity and ambition for all children in history	• Develop and share adaptive teaching strategies for history (scaffolds, visuals, modelling) • Pre-teach key vocabulary for identified learners • Monitor SEND pupil outcomes through book looks and pupil voice • Provide targeted interventions or support where gaps are identified	• All pupils, including those with SEND, access the full history curriculum and demonstrate progress over time • Pupils use key vocabulary and scaffolds effectively to support learning • Gaps in learning are reduced, evidenced through books and pupil voice	-Headteacher and Deputy Headteacher -Subject leader -All staff	• Implementation of vocabulary scaffolds and support – Autumn 2026 • Monitoring of pupil progress and provision – Autumn 2026–Summer 2027
3) Develop assessment in history	• Embed consistent use of low-stakes quizzes and retrieval tasks • Develop end-of-unit assessment tasks linked to key knowledge • Create clear assessment criteria for historical skills (e.g. enquiry, interpretation) • Moderate work across year groups to ensure consistency • Use assessment outcomes to inform planning and address misconceptions	• Teachers accurately identify gaps in knowledge through formative assessment • Planning responds to assessment, with misconceptions addressed promptly • Pupils retain key knowledge and can recall learning over time	-Headteacher and Deputy Headteacher -Subject leader -Teaching staff	• Introduction of assessment strategies and guidance – Autumn 2026 • Monitoring pf end of unit assessments – Autumn 2026- Summer 2027 • Moderation and tracking of progress – Spring 2027–Summer 2027
4) Enhance enrichment and resources in mathematics	• Audit and enhance history resources (artefacts, books, visual materials) • Develop consistent, high-quality history displays in each classroom • Plan a programme of educational visits and visitors across year groups • Promote enrichment opportunities (clubs, themed days, workshops) • Strengthen links with local history and community organisations	• Classrooms reflect a consistent, history-rich environment with high-quality displays • Pupils can recall and talk about enrichment experiences and link them to learning • Increased engagement and enthusiasm for history is evident in pupil voice	-Headteacher and Deputy Headteacher -Subject leader	• Resource and environment audit – Autumn 2026 Development of displays and classroom environments – Autumn 2026 • Educational visits, visitors and enrichment – Autumn 2026–Summer 2027

Highfields Academy and Nursery

Our Monitoring Guide

Pupil Voice	Staff Voice/Wellbeing	Subject Leader
1) What have you been learning recently, and how does it link to what you learned before? 2) What helps you remember new things in this subject? Can you give an example? 3) Is there anything you find tricky in this subject, and what helps you when it feels difficult? 4) Do you feel you get to learn interesting and important things in this subject? Why? 5) How does your teacher help everyone -including those who learn differently- take part in lessons?	1) Do you feel confident teaching the key knowledge and skills in this subject? 2) What support would help further? 3) Is the curriculum sequence clear, manageable, and realistic for your class? 4) Which aspects of planning, resourcing, or assessment feel most time-consuming or challenging? 5) Do you feel you have the CPD or coaching you need to teach this subject well? 6) How manageable is the workload for this subject, and what would help reduce unnecessary pressures?	1) How do you ensure the curriculum in your subject is sequenced so that pupils build knowledge over time? 2) What does strong implementation of this subject look like across different classes and year groups? 3) How do you check that all pupils -including SEND and disadvantage- access the same ambitious curriculum? 4) What recent monitoring has shown strengths and areas for development, and how has this informed next steps? 5) How do you know pupils are remembering the key knowledge long-term in this subject?