



History

Intent

The history curriculum at **Bank End Primary Academy** provides children with coherent, chronological knowledge of the history of Britain and the wider world, through the framework of three vertical concepts. Beginning with the National Curriculum, we have designed our curriculum as a progressive model around these vertical concepts, which provide a concrete lens through which to study and contextualise history, as well as small steps to help pupils gain a deep understanding of complex, abstract ideas:

- **Quest for Knowledge**

How do people understand the world around them? What is believed, what is known, and what scientific and technological advances are made at the time? Why do people seek to rationalise?

- **Power, Empire and Democracy**

Who holds power, and what does this mean for individuals at different levels of society? How is this power legitimised? How are people's rights different in various political contexts?

- **Community and Family**

What is life like for people in different societies? How are these societies structured? How are family or community relationships different across time and place?

Our curriculum embeds core disciplinary knowledge and fosters the ability to approach challenging, historically-valid enquiry questions. It equips children with the knowledge and skills needed to think, act, and work like professional historians.

It also inspires excitement about history, igniting a curiosity to learn more about the past. Our review of content and historical figures ensures the curriculum is inclusive and diverse, offering opportunities for all pupils to see themselves reflected in what they study, as well as to explore perspectives they may not otherwise encounter.

Implementation

Early Years is the starting point for nurturing children's curiosity about history. We follow the Early Years Foundation Stage Statutory Framework, guiding children to make sense of their physical world and community. A wide variety of stories, non-fiction texts, rhymes and poems help children understand a diverse world that has changed over time. Pupils are introduced to historical language and begin exploring the passing of time through their own life experiences and people important to them.

In **Key Stage 1**, historical skills are developed through exploration of the world around them—starting with events within living memory and progressing to significant events beyond it. This creates a strong foundation for historical understanding, ready for further development in Key Stage 2.



In **Key Stage 2**, history is taught chronologically, enabling children to develop a clear sense of time and make meaningful links with prior learning. A whole-school timeline supports visualisation of the historical periods studied, situating them alongside other global events.

When planning, teachers start with the end in mind, defining precise outcomes and lesson intentions. Our aim is to ensure children don't just accumulate facts but develop the analytical, critical skills of a historian. Substantive, knowledge-rich lessons build upon prior learning and are structured using **Rosenshine's Principles of Instruction**.

Knowledge organisers are created for each unit, highlighting key content and vocabulary all children must master. Units are carefully designed for progression and depth, based on the latest research into cognitive load and how children learn effectively. This includes:

- **Spacing** of new knowledge
- **Interleaving** key ideas
- **Retrieval practice** to reinforce memory

Each unit incorporates the following:

- Disciplinary knowledge, including use of primary and secondary sources
- Co-operative learning using Kagan strategies for active engagement
- Careers pathways showing how history connects to future professions
- Educational visits, expert speakers, and artefacts to enhance experiences
- Working walls with current, prior, and future learning, vocabulary, and vertical concept links
- Open and targeted questioning to check understanding and deepen thinking
- Opportunities to explore local history and significant figures from the local community
- Global civilisations and inclusive narratives, including the experiences of ethnic minorities in British history
- Scaffolds, adaptive teaching strategies, and reference to the 'History Four Broad Areas of Need' to ensure accessibility for all learners
- Regular CPD for staff to support high-quality curriculum delivery

Impact

Our history curriculum at **Bank End Primary Academy** is carefully sequenced and planned to ensure progression and deep learning. Children develop into critical, analytical thinkers who can make informed judgments based on historical knowledge. They gain a secure understanding of how past events shaped the modern world and develop a strong sense of chronology.

We expect children to demonstrate:



- Deep understanding of people, places, and historical contexts
- Ability to interpret and evaluate sources
- Passion for the subject and curiosity about the past
- Confidence in making connections and recognising diverse perspectives

To measure this impact, we use:

- **Pre-learning quizzes** (two weeks before units) to assess prior knowledge and address gaps
- **Low-stakes quizzes** and reflection tasks
- **Pupil books and discussions** to explore thinking and understanding
- **Scholarly writing** to consolidate learning and demonstrate knowledge
- **Formative feedback** in every lesson, with time for children to act on it
- **Spaced retrieval** to reinforce knowledge long-term

We also promote **cultural capital** by enriching the curriculum through guest speakers, themed history days, trips, and exposure to powerful knowledge. This supports our goal of ensuring all children, particularly the most disadvantaged, gain the understanding and skills they need to succeed in learning and life.