



Broadhempston Primary School

History Curriculum Statement

At Broadhempston Primary School, we believe that history helps children understand the world they live in by exploring the lives, events and achievements that have shaped societies over time. Through studying the past, pupils develop curiosity, critical thinking and a deeper understanding of how people, communities and nations have changed and developed.

As a small rural school, we recognise the importance of helping pupils understand both their local heritage and the wider history of Britain and the world. Our local area provides valuable opportunities for pupils to investigate how history has shaped their community and to make meaningful connections between local, national and global events. Through engaging historical enquiries, children develop an appreciation of the experiences of people from different periods, cultures and backgrounds while exploring connections between the past and the present.

Our history curriculum encourages pupils to ask questions, evaluate evidence, explore different interpretations and develop informed opinions. By studying significant events, individuals and civilisations, children gain a secure understanding of chronology, cause and consequence, continuity and change, similarity and difference, and historical significance.

We aim to nurture curious, reflective and knowledgeable historians who understand the value of learning from the past. Through a rich range of historical experiences, pupils develop the skills and understanding needed to make sense of the world around them and their place within it.

National Curriculum

At Broadhempston Primary School, our history curriculum enables pupils to:

- Develop a chronologically secure knowledge and understanding of British, local and world history.
- Understand how people's lives have shaped Britain and how Britain has influenced and been influenced by the wider world.
- Gain knowledge of significant events, individuals, societies and civilisations.
- Develop an understanding of cause and consequence, continuity and change, similarity and difference, and historical significance.
- Ask historically valid questions and investigate the past using evidence.
- Understand how historians construct accounts of the past.
- Interpret and evaluate a range of historical sources.
- Communicate historical knowledge using appropriate vocabulary.
- Develop an appreciation of how the past has shaped the present.

To achieve these aims, the curriculum is organised around two interconnected dimensions:

- Substantive Knowledge – understanding historical events, periods, societies, individuals and concepts.
- Disciplinary Knowledge – understanding how historians investigate, interpret and communicate knowledge about the past.

Pupils develop their understanding through the following key areas:

- Chronology
- Historical Enquiry
- Cause and Consequence
- Continuity and Change
- Similarity and Difference
- Historical Significance
- Interpretation and Evidence

These areas are revisited throughout the curriculum to ensure pupils build secure historical knowledge and develop increasingly sophisticated historical understanding.

Curriculum design and delivery

As a small rural school, history is taught within mixed-age classes through a carefully planned two-year rolling programme in Key Stage 1 and a four-year rolling programme in Key Stage 2. This ensures full curriculum coverage while enabling pupils to revisit and deepen their understanding of key historical concepts over time. While pupils may study the same broad historical themes, learning is carefully planned to ensure that knowledge, concepts and disciplinary skills are developed with increasing depth, complexity and challenge for each year group.

We have chosen the Kapow scheme as the foundation for our history curriculum because it provides a carefully sequenced progression of knowledge and skills while allowing teachers to respond to the interests, experiences and needs of our pupils.

Our curriculum is structured around a spiral model which enables pupils to revisit important historical concepts throughout their primary education. This approach supports long-term retention and helps pupils make meaningful connections between previous and new learning.

Through this approach, pupils:

- Build and revisit key historical knowledge.
- Develop historical enquiry skills.
- Strengthen their chronological understanding.
- Interpret and evaluate historical sources.
- Explore different perspectives and interpretations of the past.

We believe it is important that pupils understand that history is not simply about remembering facts but about investigating and interpreting the past. Children learn how historians use evidence to construct accounts of past events and understand that different interpretations can exist.

Our curriculum develops three interconnected forms of knowledge:

- Substantive knowledge – historical facts, concepts and understanding.
- Disciplinary knowledge – understanding how historical knowledge is investigated, interpreted and communicated.
- Procedural knowledge – the practical skills needed to analyse sources, ask questions, evaluate evidence and communicate historical understanding.

These forms of knowledge are developed through enquiry, discussion, investigation and the analysis of historical sources, helping pupils think and work as historians.

The curriculum is enriched through educational visits, local history studies, residential experiences, historical workshops and immersive experiences that enable pupils to engage with history in meaningful and memorable ways.

Progression

Our history curriculum is carefully sequenced to ensure that pupils develop increasing knowledge, skills and understanding as they move through the school. Through a spiral curriculum, children revisit key historical concepts while developing greater independence, historical understanding and enquiry skills.

In the Early Years, children begin to develop an awareness of the past through stories, family experiences and discussions about changes over time. They learn to compare aspects of life now with those from the past and begin to develop a sense of chronology.

In Key Stage 1, pupils develop foundational historical knowledge through the study of significant individuals, events and aspects of local history. They begin to place events in sequence, ask questions about the past and use simple historical sources to find information.

As pupils progress through Lower Key Stage 2, they develop an increasingly secure understanding of chronology, enabling them to place historical periods, events and civilisations within a broader historical narrative. They begin to explore causes, consequences and connections across different periods of history.

In Upper Key Stage 2, pupils become increasingly independent historians. They demonstrate a secure chronological understanding of British and world history, interpret complex evidence, evaluate different viewpoints and explain historical events using a secure understanding of substantive and disciplinary concepts.

Throughout their time at Broadhempston Primary School, pupils develop historical knowledge, enquiry skills and critical thinking. They learn to question, investigate and interpret the past while understanding how historical events continue to influence the present day. This progression enables pupils to become curious, knowledgeable and historically literate young people who understand the importance of history in shaping our communities, identities and world.

Personal development and wider curriculum links

Oracy - History provides rich opportunities for pupils to develop their speaking and listening skills. Pupils are encouraged to:

- Ask historically relevant questions.
- Discuss evidence and historical interpretations.
- Debate historical viewpoints.
- Present findings from enquiries and research.
- Use historical vocabulary accurately.
- Justify conclusions using evidence.

These experiences help pupils develop confidence in communicating historical ideas clearly and effectively.

Local History and Fieldwork - Exploring local history is an important part of our curriculum. Pupils participate in local history walks and investigations that help them understand

how Broadhempston and the surrounding area have changed over time. By examining local buildings, landmarks, maps and historical sources, children develop a strong sense of place and an appreciation of the historical heritage within their own community.

Enrichment and Immersive Learning - History is brought to life through a range of engaging enrichment opportunities. Pupils take part in workshops, immersive learning experiences and themed days that allow them to experience aspects of life in different historical periods. Topics such as Ancient Egypt and the Victorians are enhanced through immersion days and practical experiences that deepen understanding and bring historical learning to life. Educational visits to places of historical significance provide opportunities for pupils to engage directly with the past and apply their learning beyond the classroom. Residential experiences in Key Stage 2 include opportunities to explore historical aspects of cities and significant locations. Through guided visits and first-hand experiences, pupils deepen their understanding of historical periods, people and events while making meaningful connections between classroom learning and the wider world.

Critical Thinking - History encourages pupils to analyse evidence, question interpretations and consider different perspectives. Through enquiry-based learning, children develop the ability to evaluate sources, identify bias and construct informed arguments.

Cultural Capital - Through studying a diverse range of people, societies and civilisations, pupils gain a broader understanding of the world beyond their immediate experience. The curriculum introduces children to significant events, achievements and cultures that have shaped local, national and global history.

Inclusion and Diversity - We believe that history should be accessible, engaging and inspiring for all pupils. Learning encourages children to:

- Explore a diverse range of historical experiences and perspectives.
- Understand the contributions of different individuals and groups throughout history.
- Develop respect for different cultures and beliefs.
- Recognise how societies have changed over time.

We are committed to ensuring that all pupils, including those with SEND, can access and succeed within the history curriculum through appropriate scaffolding, adaptive teaching and practical support.

Assessment

Assessment is an integral part of teaching and learning in history at Broadhempston Primary School. Teachers use ongoing assessment to identify what pupils know, understand and can do, and to inform future teaching.

Formative assessment takes place throughout lessons through:

- Skilled questioning and discussion.
- Observation of historical enquiry activities.
- Review of historical recording and outcomes.
- Analysis of source work.
- Retrieval activities that revisit previously taught knowledge.
- Pupil reflection and self-assessment.

Assessment considers both substantive historical knowledge and disciplinary skills and pupils' ability to interpret and evaluate historical sources, ensuring pupils develop a secure understanding of historical concepts alongside the ability to think and work as historians.

Leaders and staff monitor the quality and impact of the curriculum through:

- Reviewing pupils' work.
- Pupil voice activities.
- Lesson visits and curriculum monitoring.
- Analysis of assessment information.

Through these approaches, we ensure that pupils build secure historical knowledge and make strong progress throughout the curriculum.

CPD

High-quality teaching is essential to the successful delivery of our history curriculum. We recognise that strong subject knowledge and confidence enable teachers to support pupils in developing historical understanding, enquiry skills and critical thinking.

Teachers are supported through a range of professional development opportunities, including:

- Access to high-quality curriculum resources and lesson guidance.
- Clear progression documents showing how knowledge and skills develop across the school.
- Subject-specific knowledge and historical enquiry guidance.
- Professional development materials and training resources.
- Collaboration with colleagues to share effective practice.
- Ongoing support and professional dialogue with subject leaders.

Our chosen curriculum resources support teachers in understanding how historical knowledge builds over time and how pupils develop increasing confidence as historians. Leaders continually evaluate the effectiveness of the curriculum through monitoring, pupil voice, staff feedback and professional development needs to ensure all pupils receive a high-quality history education.

Impact

By the time pupils leave Broadhempston Primary School, they will have developed a secure foundation of historical knowledge, skills and understanding. They will be able to place periods and events within a chronological framework, ask historical questions and use evidence to construct informed explanations about the past.

Pupils will understand key historical concepts and be able to explain how and why societies have changed over time. They will use historical vocabulary accurately and communicate their ideas with increasing confidence and precision.

The impact of our curriculum is evident in pupils' ability to think historically, evaluate evidence and apply their learning to understand the present. As they progress through the school, pupils demonstrate increasing curiosity, independence and critical thinking as young historians.

Local history investigations, educational visits, residential experiences, historical workshops and immersive learning experiences provide meaningful opportunities for pupils to engage with the past beyond the classroom and develop a deeper understanding of historical events and societies.

Our pupils leave Broadhempston as curious, reflective and historically aware young people who understand how the past continues to shape communities, identities and modern society.

Curriculum Progression Overview

Chronological awareness

Year 1/2	Sequence artefacts/events and use time vocabulary.	Understand timelines, past/present, decades, living memory and duration of events.
Year 3/4	Use BC/AD, centuries and timelines to sequence periods.	Understand historical periods, prehistory, Tudors, Victorians and chronology.
Year 5/6	Compare periods and place events securely within wider chronology.	Understand centuries, duration, scale and characteristics of historical periods.

Disciplinary concepts

Year 1/2	Identify change, cause, similarities, significance and use simple sources.	Know how objects, lives and events change over time and how sources reveal the past.
Year 3/4	Explain change, consequences, significance and evaluate sources.	Know how change is driven by technology, trade, science and evidence.
Year 5/6	Analyse interpretations, bias, significance and historical arguments.	Know how historians use evidence, census records and differing interpretations.

Historical enquiry

Year 1/2	Ask questions, use sources, make deductions and communicate findings.	Know sources help answer questions about the past.
Year 3/4	Create enquiry questions, compare sources and reach evidence-based conclusions.	Know primary/secondary sources, bias and multiple interpretations exist.
Year 5/6	Plan enquiries, test hypotheses, evaluate evidence and construct arguments.	Know reliability, perspective, fact/opinion and substantiated conclusions.

Substantive concepts

Year 1/2	Explore achievements, inventions, monarchy and early power structures.	Know inventions, significant people, monarchs and kingdoms.
Year 3/4	Study power, migration, civilisation, trade, belief and achievements.	Know empires, settlements, Christianity, trade routes and legacies.
Year 5/6	Analyse democracy, empire, migration, beliefs, trade and achievements.	Know global trade, societal change, empire, religion and impact of civilisations.