















## History Curriculum

Vision: The History curriculum at Windsor Community Primary School aims to provide pupils with a **strong grounding in British history** alongside meaningful encounters with world history. Children are supported to understand how key events, people and developments have shaped Britain and the wider world today. The curriculum promotes curiosity, respect and reflection, enabling pupils to become informed, active members of society with a secure understanding of the past.

	INTENT	IMPLEMENTATION		IMPACT
 <p><b>Alignment to National Curriculum</b></p>	<p>History at Windsor is fully aligned with the <b>National Curriculum for History</b> across Key Stages 1 and 2. All statutory content is covered, including local history, British history, ancient civilisations and significant events beyond 1066. The curriculum ensures systematic coverage of historical knowledge while explicitly developing disciplinary skills such as chronology, enquiry and interpretation.</p>	 <p><b>Pedagogical Approaches</b></p>	<p>Teaching is underpinned by carefully sequenced <b>medium-term planning produced by the subject leader</b>. Lessons balance substantive knowledge (historical facts and concepts) with disciplinary knowledge (how history is constructed). Abstract concepts such as <b>rule</b> and <b>transport</b> are deliberately revisited and built upon over time. Enquiry-based learning, use of historical sources and structured discussion enable pupils to think and work like historians.</p>	 <p><b>Approach to Assessment</b></p> <p>.History assessment includes <b>pre- and post-unit self-assessment tools</b> which allow pupils to reflect on their understanding and articulate progress using historical vocabulary. These tools support teacher judgment and enable planning to be adapted to meet pupils' starting points. Assessment focuses on both knowledge retention and the application of historical skills</p>

 <p><b>Sequencing and end points</b></p>	<p>The curriculum is coherently sequenced from Early Years through to Year 6. Key periods, concepts and skills are revisited and extended, building pupils' chronological understanding and conceptual depth. End points ensure pupils leave Year 6 with secure age-related expectations and readiness for Key Stage 3 history</p>	 <p><b>Teacher's Expert Knowledge</b></p>	<p>Teachers are supported by subject-specific planning, clear progression maps and guidance on prior and future learning. The subject leader provides expertise through curriculum design, monitoring and ongoing refinement, ensuring teachers feel confident delivering both knowledge-rich and enquiry-based history lessons</p>	 <p><b>Performance Data</b></p>	<p>Information about pupil progress in history is gathered through teacher assessment, pupil self-evaluation and subject monitoring. This evidence informs leadership decisions and helps evaluate curriculum impact over time</p>
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 <p><b>Communication Aims</b></p>	<p>Oracy is central to history teaching at Windsor. Pupils are encouraged to <b>explain historical concepts</b>, discuss interpretations, ask questions and justify viewpoints using appropriate historical vocabulary. This supports the school's wider curriculum driver of developing confident, articulate communicators.</p>	 <p><b>Promoting Discussion and Understanding</b></p>	<p>Teachers promote structured discussion through enquiry questions, source analysis and reflective tasks. Pupils compare periods, identify cause and consequence and debate significance, helping them deepen understanding and think critically about the past</p>	 <p><b>Pupil's Work</b></p>	<p>Pupil outcomes include written explanations, timelines, source analyses, comparison charts and enquiry-based tasks. Work demonstrates increasing accuracy, use of subject-specific vocabulary and growing independence in historical thinking as pupils move through the school.</p>
 <p><b>Addressing Social Disadvantage</b></p>	<p>The history curriculum is designed to be <b>inclusive and ambitious for all pupils</b>, ensuring equal access to knowledge and cultural capital. Enrichment, carefully chosen content and strong teaching remove barriers for pupils with limited prior experiences, supporting social mobility and equity</p>	 <p><b>Knowing More and Remembering More</b></p>	<p>Key historical knowledge and concepts are revisited across units and year groups. This deliberate repetition, combined with self-assessment and discussion, ensures pupils remember more over time and make meaningful connections across periods and themes</p>	 <p><b>Monitoring and Evaluation</b></p>	<p>The subject leader monitors planning, teaching, pupils' work and assessment outcomes. Feedback from staff and pupils informs curriculum adjustments, ensuring history remains purposeful, engaging and effective</p>



### Local Context

Situated in **inner-city Liverpool**, the curriculum reflects pupils' local heritage through bespoke themes such as '**Liverpool**', enabling children to explore local history alongside national and global narratives. This strengthens relevance, identity and sense of place.



### Teacher Assessment

Teachers make informed judgments using lesson outcomes, discussions, written work and self-assessment tools. Assessment informs next steps and supports timely intervention where misconceptions arise.



### Actions

Ongoing actions include reviewing curriculum sequencing, strengthening retrieval opportunities, refining assessment practice and continuing to support staff subject knowledge through professional development.



**Enrichment**

History is enhanced through themed curriculum weeks, educational visits, workshops and visitors, all embedded within the wider enrichment programme. These experiences deepen understanding, bring historical learning to life and build pupils' cultural capital.