

# History Subject Overview



At The Bishops' we aim to provide a rich and engaging History curriculum that meets the needs of the children in our community. Our History curriculum aims to inspire our pupils' curiosity to know more about the past. History helps pupils to understand the process of change, the diversity of societies as well as their own identity and the challenges of their time. Our History curriculum will equip the children to **ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgment.**

At The Bishops', History forms an integral part of the curriculum. We believe that the study of History inspires children's curiosity, encourages them to ask critical questions and enables them to have a better understanding of the society in which they live and the diverse wider world. It helps children gain a sense of their own identity within a social, cultural, political and economic background.

The intent of our History curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more.

## As a result of this they will:

- Increase and develop their historical skills, concepts, knowledge and attitudes.
- Increase their understanding of the present in the context of the past.
- Develop and use their skills in enquiry, analysis, evaluation, and argument.
- Develop their interest in the past, arousing their curiosity and motivation to learn.
- Develop a sense of identity through learning about the past.

We enrich our History curriculum by varying the ways in which we reach our learning objectives through our exciting and engaging topics. By doing so, we can take a child's imagination and curiosity to the next level. Teaching different aspects of History through topic work as well as the National Curriculum, we believe, gives pupils the best of both structure and freedom in their learning, allowing them to apply their knowledge of the past to understanding the present.

Outdoor learning is instilled in our ethos as a school and each year group are able to access different settings in their local community. We believe this builds a positive relationship between the children and their local environment which is vital to enable them to understand the changing world around them. Children learn through hands on investigation and memories which bring their learning to life. They are able to use skills they have acquired in the classroom and apply these to real world scenarios.

Last updated September 2025 – Amy Bray and Catherine Hulance

## Curriculum Intent, Implementation and Impact Overview

**Subject: History**

**Subject Leader: Amy Bray and Catherine Hulance**

Intent	Implementation	Impact
<p>To build a History curriculum which develops learning and results in the acquisition of knowledge and skills which enables children to enquire, research and analyse in History.</p> <p>Children will know more, remember more and understand more.</p> <p>To design a history curriculum with appropriate subject knowledge, skills and understanding as set out in the EYFS and National Curriculum History Programmes of study.</p> <p>To provide a balanced and broadly-based spiritual, moral, cultural, mental and physical development of pupils that prepares them for the opportunities and responsibilities and experiences for later life.</p> <p>To teach high quality history lessons that inspire children to want to know more about the past and to think and act as historians.</p> <p>To ensure that many of our lessons use an enquiry</p>	<p><b>Knowledge Organisers</b>  <i>Children have access to key language and meanings in order to understand and readily apply to their written, mathematical and verbal communication of their skills. History lessons have a strong focus on vocabulary which ensures that all children are able to talk about history using the appropriate language.</i></p> <p><b>Children will access resources to acquire learning through artefacts, digital technology, primary and secondary evidence</b>  <i>Children will use a range of secondary resources to develop their knowledge and understanding that is integral to their learning. Resources are checked to ensure they are suitable, appropriate and useful. Where possible we use artefacts for children to explore and investigate. We believe that handling real objects enhances the children's historical knowledge, understanding and skills.</i></p> <p><b>Children will reflect on previous learning and cross curricula links will be made through Literacy and Theme.</b>  <i>Children will be able to build on prior knowledge and link ideas together, enabling them to question and become enquiry based learners.</i></p> <p><b>Educational Visits</b>  <i>Children learn not only through experiences in the classroom but also with use of fieldwork and educational visits. We will plan good quality trips or invite visitors in, where appropriate, to enhance our History curriculum.</i></p> <p><b>British Values and PSHE</b>  <i>Children will learn and revisit the importance of our world and how it should be treated.</i></p> <p><b>Monitoring</b>  <i>A regular book scrutiny and learning walk will enable the curriculum leaders to check coverage and progression.</i></p>	<p>Enthusiastic, excited and curious children who are able to communicate their understanding of the world as a historian. Children will know more, remember more and understand more about History.</p> <p>Children will be able to question ideas and reflect on knowledge. Children will understand and use the key skills of chronological understanding, knowledge and understanding of events in the past, Historical interpretation, Historical enquiry and organisation and Communicating as a Historian.</p> <p>Children will work collaboratively and practically to investigate and question.</p> <p>The large majority of children will achieve age related expectations in History across the year groups.</p> <p>As historians children will learn lessons from history to influence the decisions they make in their lives in the future.</p>



	Tomorrow future.	Use and understand meanings of words related to topic.						
	<p><b>Historical timeline:</b></p> <p><b>FS:</b>  Events within living memory- where I live.  The royal family/ Kings and Queens.</p> <p><b>KS1:</b>  Changes within living memory – personal history  Comparing and ordering objects chronologically - <i>Toys from the past</i>  Historical events, people and places - <i>Mary Anning ( fossil hunter)</i></p> <p><b>LKS2;</b>  The Roman Empire and its impact on Britain <i>e.g. Influence on our modern day and beliefs, roman inventions, Boudica, Julius Caesar etc.</i>  Study an aspect/theme in British history that extends pupils chronological knowledge beyond 1066- <i>The introduction of the railways</i>  Local history study ‘<i>Cornish History</i>’  Egypt ,Victorians and colonies e.g. a study of achievements and their influence on the western world.</p> <p><b>UPKS2:</b>  Study an aspect of British and worldwide history that extends pupils chronological knowledge beyond 1066. <i>E.g. Changes in social history i,e, civil rights movement</i>  Earliest civilizations – <i>e.g. Inca’s, Aztecs.</i>  Non-European society to provide contrasts <i>e.g. Mayan Civilization, African civilizations.</i></p>							