



Curriculum Intent for History

Vision:

Building a Hopeful Future through Kindness, Learning and Trust

At Kirkby la Thorpe, we strive to ensure that each person is empowered to flourish and contribute positively to society. We seek to equip our pupils with the knowledge, skills and qualities necessary to navigate the complexities of our world, rooting this in Christian love.

We are inspired by the life of St Thomas in all that we do so that we can:

Be Positive and Active Citizens: We strive for our pupils to communicate clearly, embracing tolerance and respect for the diverse beliefs and aspirations of others.

Be Curious and Independent Members of Society: We encourage curiosity and a thirst for knowledge, instilling a longing for justice and an empathy for those in need.

Have Confidence and Perseverance: Through trusting each other, we empower everyone to embrace challenges with confidence and perseverance, striving to achieve their full potential in all aspects of life so that they can be the best that they can be.

Have the Courage to Respectfully Challenge: We foster an environment where respectful dialogue and critical thinking are encouraged, empowering pupils to voice their opinions with courage and integrity so they can **build** a better future.

Know their heritage: We cultivate an appreciation for both local and national heritage, helping pupils understand their roots and identity within the broader context of history so that they have a sense of where they are from.

<p>Kindness</p> <p>Show kindness in history lessons through empathy, active listening, and respectful discussions</p>	<p>Learning</p> <p>Children are learning about what came before them; learning from ancestors mistakes and triumphs.</p>	<p>Trust</p> <p>Children are trusting the value of history and evaluating the trustworthiness of sources.</p>
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Intent	Implementation	Impact
<p>We intend that our history curriculum will:</p> <p>At Kirkby la Thorpe, our intent is to deliver a coherent, ambitious and inclusive History curriculum from Nursery through to Year 6, using Cornerstones in EYFS and Kapow Primary History from Year 1 to Year 6. This ensures strong foundations, clear progression and seamless transition between phases.</p> <p>EYFS – Cornerstones</p> <p>In Nursery (F1) and Reception (F2), History learning is delivered through the Cornerstones curriculum, which is carefully mapped and sequenced to show clear developmental progression between phases.</p> <p>Cornerstones provides:</p> <ul style="list-style-type: none"> A clear distinction between F1 and F2 expectations, supporting adults in understanding how historical awareness, vocabulary, independence and enquiry develop over time. 	<p>Curriculum Content</p> <p>Implementation</p> <p>Curriculum Structure</p> <ul style="list-style-type: none"> EYFS: History is taught through Cornerstones, with carefully mapped progression from F1 to F2 that supports adults with clear expectations, vocabulary development and continuous provision planning. Year 1–Year 6: Kapow Primary History is delivered through a two-year rolling programme across mixed-age classes, ensuring full curriculum coverage without repetition. Long-term planning ensures progression, coherence and curriculum entitlement for all pupils. History is taught for approximately one hour per week, alternating with Geography across the year. <p>Sequencing and Progression</p> <ul style="list-style-type: none"> The curriculum follows a spiral model, revisiting key concepts such as chronology, cause and consequence, similarity and difference, significance and interpretation. Knowledge and skills deepen progressively over time. Kapow progression documents support staff understanding of end points and cumulative learning. <p>Teaching and Learning</p> <ul style="list-style-type: none"> Lessons are enquiry-led and discussion-rich. Unit hubs provide lesson plans, vocabulary, progression links, prior learning connections and cross-curricular opportunities. Digital timelines, research tasks and interactive resources develop digital literacy. 	<p>By the time pupils leave Kirkby la Thorpe at the end of Y6, they will:</p> <p>By the time pupils leave Kirkby la Thorpe, they will:</p> <ul style="list-style-type: none"> Have experienced a coherent, progressive History curriculum from Nursery to Year 6. Demonstrate secure early foundations in historical thinking developed through Cornerstones in EYFS. Confidently explain chronology, cause and consequence, significance, similarity and difference. Analyse sources critically and recognise bias and reliability.

<ul style="list-style-type: none"> Rich opportunities for children to explore their own lives, families, routines and familiar events, building early concepts of time, sequence, change and memory. Carefully structured experiences that develop language, storytelling, questioning and comparison, enabling children to talk about the past and present confidently. Strong adult guidance through well-structured planning, continuous provision links and progression mapping, ensuring consistency, clarity and high-quality provision. <p>This secure EYFS foundation prepares pupils to transition smoothly into formal historical enquiry in Key Stage 1.</p> <p>Transition into Kapow (KS1–KS2) The EYFS Cornerstones curriculum feeds seamlessly into Kapow History in Year 1. For example:</p> <ul style="list-style-type: none"> EYFS learning about personal history, families and change over time supports KS1 units that explore how life has changed within living memory. Early sequencing, vocabulary and questioning skills transition into chronological understanding, source discussion and simple historical interpretation. Children move confidently from experiential learning to structured historical enquiry, discussion and evidence-based thinking. <p>Kapow Primary History (Year 1–Year 6) Kapow Primary’s History curriculum aims to inspire pupils to become curious and analytical thinkers who think like historians. Pupils are supported to:</p> <ul style="list-style-type: none"> Question and investigate evidence. Explore multiple perspectives. Build informed interpretations of people, events and societies. Understand how History shapes identity, culture and community. <p>The curriculum is structured around five strands, which run through every unit:</p> <ol style="list-style-type: none"> Topic knowledge Chronological awareness Substantive (abstract) concepts Disciplinary concepts Historical enquiry <p>Pupils develop both substantive knowledge (what happened in the past) and disciplinary knowledge (how historians investigate, interpret and evaluate evidence).</p> <p>Learning is sequenced so that:</p> <ul style="list-style-type: none"> In Key Stage 1, pupils develop a secure concept of the past by linking learning to their own lives, familiar contexts and early historical change. 	<ul style="list-style-type: none"> Oracy is embedded through debate, discussion, presentation and reasoning. <p>Adaptive Teaching and Inclusion</p> <ul style="list-style-type: none"> Every lesson includes adaptive teaching guidance to ensure accessibility for all learners. Strategies include: <ul style="list-style-type: none"> Scaffolding and flexible outcomes Multi-sensory approaches Clear modelling and structured tasks Collaborative and independent learning opportunities Gradual progression to avoid cognitive overload Representation, diversity and inclusion are embedded through diverse sources, perspectives and enquiry questions. <p>Recap, Retrieval and Assessment</p> <ul style="list-style-type: none"> Lessons begin with recap and recall activities to strengthen memory and activate prior learning. Formative assessment is embedded through questioning, observation, discussion, retrieval practice and reflection. Summative assessment and tracking are supported using Insight. Assessment informs planning, intervention and curriculum refinement. <p>Professional Development</p> <ul style="list-style-type: none"> Kapow CPD videos and subject guidance strengthen teacher confidence and subject knowledge. Subject leadership monitors progression, quality and consistency. 	<ul style="list-style-type: none"> Use appropriate historical vocabulary with confidence. Show curiosity, empathy and respect for different cultures, identities and experiences. Be prepared for the academic and disciplinary demands of secondary History. <p>Impact is evidenced through:</p> <ul style="list-style-type: none"> Smooth transition and continuity between EYFS and KS1. Strong pupil voice, discussion quality and engagement. Secure progression in written outcomes and enquiry tasks. Accurate assessment information through Insight. Effective inclusion and progress for SEND and disadvantaged pupils. Increased teacher confidence and consistency of delivery. <p>Through History, pupils develop not only strong academic knowledge but also the values of kindness, truth, responsibility and trust, enabling them to become reflective, informed and active citizens.</p>
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- In **Key Stage 2**, British history is taught chronologically to build a coherent national narrative, while world history is contextualised using timelines and prior learning links. The curriculum is ambitious yet accessible, enabling all pupils to achieve and develop confidence as historians.

Research links

OFSTED, History for all, 2011

...ensure that, as a result of the National Curriculum Review, pupils in primary schools experience history as a coherent subject which develops their knowledge, thinking and understanding, especially their chronological understanding,

National curriculum in England: history programmes of study, 2014

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Ofsted: Research and analysis - Research review series: history, Published 14 July 2021

Teaching should include breadth and diversity. The review says that the curriculum should "develop pupils' understanding of a range of historical time periods. This is not done by rushing through them in outline, but through careful interplay of depth and overview studies", and that pupils should learn about a wide range of places, societies and cultures in the past.

Teaching Chronology and Ensuring Progression, Stuart Tiffany, 2022

Chronology underpins the narratives we are choosing to tell. These narratives should not be considered as entirely isolated episodes. It is complex so can be broken into small steps to guide pupils to a more in depth understanding. What matters most is taking the time to narrate the timeline and tell the stories depicted within it. Constructing is useful but a distant secondary to narration. Progression is knowing more and remembering more.

Key Stage History, Primary history teaching

For History is so much more than a record of events; it is the -examination of the past which demands critical use of evidence... Firstly, history is the process of enquiry, the search for evidence, and the examination of this evidence by sorting, evaluating and weighing it... Secondly, historians use this evidence to imaginatively reconstruct the past – to write their history. The problem is that evidence is nearly always incomplete. So, historians use their skills to fill in the gaps and imagine and infer how it might have been.

Good practice in primary history, Bev Forrest and Mel Jones, 2018

Teaching and learning: This is a broad area but at its heart is ensuring that teaching results in effective learning for all pupils. In the most successful schools assessed, the teachers were skilled at developing the pupils as historians and consequently pupils had a strong sense of exactly what is history and its value.