

History Statement of Implementation

Our History curriculum is delivered in alternate half terms, through six-week units in every year group, each driven by a sharply focused enquiry question. These questions guide learning and ensure historical thinking is embedded in every lesson. Our implementation is underpinned by the following principles:

Strong Progression in Knowledge and Concepts

- Chronology is explicitly taught and revisited through classroom timelines and lesson sequences that reflect historical continuity and change.
- Disciplinary concepts such as evidence, cause and consequence, significance, similarity and difference, and historical interpretation are embedded from Year 1 upwards in an age-appropriate way.
- Pupils develop a growing understanding of the complexity and diversity of the past, with regular opportunities to return to and deepen core knowledge across time.

A Balanced, Rich, and Inclusive Curriculum

- British history is taught in chronological order from Year 3 to Year 6, beginning with the Stone Age and culminating in World War II and the Industrialisation of Manningtree.
- Every year group will build upon the knowledge and skills learned prior, therefore developing depth of understanding and progression of skills.
- Global civilisations and overlooked narratives — including Ancient Sumer, the Kingdom of Benin, and the Middle Ages from the perspective of ordinary people — are given meaningful curriculum space.
- The lives of significant individuals are studied in a non-tokenistic way through powerful comparisons such as Olaudah Equiano and Yinka Shonibare, and Mary Beale and Helen Sharman.
- Local history is threaded throughout: from shops in our own community to Harwich's naval history, Ipswich's port trade, and the impact of industrialisation on our town.
- We regularly evaluate the effectiveness of our curriculum and teaching methods, making the adjustments needed to ensure we are delivering the highest quality of history education to our pupils.

High Expectations, Strong Scaffolding

- Lessons are structured to build vocabulary and conceptual understanding explicitly.
- Scaffolds such as timelines, sentence stems, visual prompts and retrieval routines support pupils of all abilities.
- Effective modelling by teachers ensures that children are able to achieve their learning intention, with misconceptions addressed. This includes a modelling of source analysis, research methods, use of timelines and identifying anachronisms.
- Teachers are supported through briefings, feedback and inset time to personalise planning and build confidence.

Active, Enquiry-Driven Learning

- Every unit is led by a historical enquiry question, inviting children to investigate and conclude.
- Pupils engage with real sources, artefacts, oral histories, and contrasting interpretations. They ask their own questions about the past and undertake independent research to answer these.
- Tasks reflect what it means to think historically - not just recall, but comparison, inference, reasoning, and explanation.
- Final synthesis tasks allow for relational understanding to be demonstrated through extended thinking or creative interpretation.

Assessment that Strengthens Learning

- KL grids are used to discuss and assess prior knowledge against new understanding.
- Low-stakes retrieval is built into each lesson.
- Teachers use highly effective assessment for learning in each lesson to ensure misconceptions are highlighted and addressed. This includes a focus on keywords used by the children, checking these are used in the correct context.
- End-of-unit outcomes are designed to assess both substantive knowledge and disciplinary skills.
- Teachers use formative questioning, discussion, and work review to identify and address gaps.
- Through using a range of assessment tools, personalisation is facilitated by teachers, to ensure that each pupil, including children with SEND, can access the History curriculum.