

History Curriculum Statement of Intent

At Lawford, the history curriculum is designed to ignite curiosity, build deep knowledge over time, and empower children to work as young historians. Through a carefully structured sequence of enquiries, our curriculum introduces pupils to the complexities of the past, helping them make meaningful connections across time, place, and theme. We aim to inspire and empower our children to develop a deep appreciation for the past, to become inquisitive learners, and to cultivate a set of skills and values that extend beyond the classroom.

We aim to ensure that by the end of primary school, every child:

- Has secure chronological knowledge of British and global history.
- Understands the disciplinary nature of history: that it is constructed from evidence, contested, and interpreted.
- Can ask thoughtful historical questions, use evidence, and begin to form their own interpretations.
- Sees themselves reflected in the curriculum through inclusive and representative content.
- Understands how their locality connects to wider national and global stories.

Our History curriculum is designed to be a journey of exploration and discovery, with each topic taught revolving around an open-ended, thought provoking enquiry question. As our pupils progress as historians and develop their knowledge of the past, they will develop the enquiry skills required to ask perceptive questions; the analysis skills needed to think critically and evaluate source-based evidence; and the problem-solving skills necessary for them to build their own judgements on past events and people. We aim to guide our pupils in understanding the sequencing of events, developments, and eras, enabling them to make connections between different periods in history.

We value the importance of teaching history through a lens of inclusivity and diversity. Our curriculum is designed to reflect a broad spectrum of voices and experiences, acknowledging the contributions of people from diverse backgrounds. It nurtures critical thinking, and ensures that every pupil develops a secure understanding of the past — not just as facts to remember, but as ideas to explore and question.

As historians, our pupils engage with a range of source material and participate in experience days, trips and visitor-led sessions. In History lessons, we motivate, engage and challenge our pupils to think for themselves, to make their own judgements and form their own opinions about the past grounded in source-based evidence. Our aim is to promote analysis and problem-solving skills, as well as the ability to form opinions and provide reasons for these. These transferable skills will serve them not only in their endeavours as historians, but also in their everyday lives.