Askwith Primary School

History rationale 2026–2027

"The more you know about the past, the better prepared you are for the future." Theodore Roosevelt

Our Vision

At Askwith Primary School, history helps pupils understand how time changes the world, how people and societies have lived in different ways and how we live today. Pupils develop the knowledge and confidence to ask perceptive questions, think critically, evaluate evidence, examine arguments and form reasoned conclusions. We are committed to ensuring that every pupil develops secure chronological knowledge, a rich understanding of people, events and concepts, and the disciplinary expertise needed to interpret the past and participate thoughtfully in contemporary society.

Curriculum Intent

Our history curriculum provides a coherent, cumulative and ambitious journey from EYFS to Year 6. Pupils develop and understanding of how time changes the world, how people and societies have lived in different ways and how we live today, developing the skills to ask perceptive questions, think critically, evaluate evidence and examine arguments. It promotes appreciation of Britain's rich and diverse past, Askwith's locality and the wider world.

Curriculum Principles

The curriculum is informed by the EYFS statutory framework, the National Curriculum, Ofsted's History Research Review (2021), cognitive science, vocabulary acquisition research and evidence-informed history pedagogy. Learning is structured so that pupils know more, remember more and can do more over time.

Curriculum

The curriculum develops two connected forms of knowledge:

- Substantive knowledge includes secure chronology, significant people and events, and key concepts such as monarchy, empire, civilisation, democracy, equality, cause and consequence, change and continuity, and similarity and difference.
- Disciplinary knowledge includes historical enquiry: asking questions, using primary and secondary sources, weighing evidence and interpretations, identifying perspective and forming reasoned conclusions.

These forms of knowledge are systematically sequenced and revisited so that pupils develop increasing accuracy, depth, historical perspective and independence.

Progression and Sequencing

Knowledge is carefully mapped from EYFS to Year 6. Learning progresses from early awareness of past and present to increasingly secure chronology, conceptual understanding, source evaluation, interpretation and independent historical argument. Units connect new learning to prior knowledge and revisit important concepts in contrasting contexts.

Implementation

Teachers use explicit instruction, modelling, guided practice and repetition. Lessons incorporate enquiry questions, structured discussion, source handling, including primary and secondary sources, and guided writing. Misconceptions, such as assuming that a single source is "the truth", are identified and addressed promptly. New knowledge is connected to prior learning and revisited frequently.

Retrieval and Long Term Memory

Regular low stakes retrieval, cumulative review and deliberate revisiting of key content strengthen long term memory, automaticity and confidence to make connections across periods and places.

Inclusion

The curriculum is ambitious for all learners. Adaptive teaching, scaffolding, visual supports, dual coding and structured rehearsal ensure meaningful access without reducing expectations or narrowing historical content.

Personal Development and Cultural Capital

Pupils develop empathy, respect and an appreciation of diverse perspectives while recognising complexity within and between societies. Historical study helps pupils understand democracy, citizenship, identity, power and equality and challenges simplistic narratives and stereotypes.

Assessment

Assessment includes questioning, retrieval activities, quizzes, end-of-unit assessments and curriculum conversations. Findings inform future teaching, curriculum refinement.

Leadership and Quality Assurance

Subject leadership uses lesson visits, work scrutiny, pupil voice, planning reviews and assessment information to evaluate curriculum effectiveness, drive improvement and inform CPD.

Impact

By the end of Key Stage 2, pupils demonstrate secure chronological frameworks and connected knowledge of significant people, events, periods and abstract concepts such as monarchy, empire and democracy. They use historical enquiry to question sources, weigh evidence and interpretations, and construct reasoned conclusions using precise vocabulary. Pupils are well prepared for successful transition to secondary history.

Review Date: September 2026
Next Review: September 2027