



NEWBOLD SCHOOL History Curriculum

CURRICULUM (Intent)

At Newbold School, our History curriculum is designed to inspire pupils to think inquisitively, critically, and evaluatively about the past. Pupils explore overarching questions that connect events, people, and ideas across time—from ancient to modern—developing a sense of continuity and relevance in their learning.

We encourage pupils to ask thought-provoking questions such as: *What drives conflict? How has trade changed over time? What was life like for different people in the past?* By linking these questions to Biblical stories, ancient civilizations, and modern contexts, pupils develop cultural understanding and respect for different perspectives. This approach also reinforces the school's Respect Times Five values, promoting character development alongside historical knowledge.

Pupils learn that history is interpretative: the past can be understood in multiple ways, influenced by who records it and the evidence available. They develop critical thinking skills, evaluating sources, questioning assumptions, and making reasoned judgments. Pupils are taught that evidence is sometimes incomplete, requiring careful inference, and that information should be scrutinised rather than accepted uncritically.

Through History, pupils investigate:

- Cause and consequence: understanding why events happened, what factors contributed, and their effects.
- Change and continuity: recognising what changed, what stayed the same, and why change occurred at different rates.
- Significance and perspective: exploring how individuals and groups experienced events differently, and how interpretations vary across sources.
- Enquiry and research skills: locating, analysing, and using primary and secondary sources to answer historical questions.

The curriculum is carefully designed to build cumulatively, revisiting prior knowledge and progressively developing skills, concepts, and vocabulary. This approach ensures pupils consolidate understanding over time and can make meaningful connections across historical periods and topics. Cross-curricular links, particularly with English, reinforce literacy, research, and communication skills, enabling pupils to express historical understanding clearly and confidently.

TEACHING (Implementation)

History is taught through blocked, sequenced units and integrated across the curriculum to strengthen understanding and support retention. Units progress from local and British history in Early Years and Key Stage 1, to wider studies of ancient civilizations in Key Stage 2, including the Stone Age, Roman Britain, the Great Fire of London, World War II, as well as the Greeks, Egyptians, and Shang Dynasty. Biblical history is included where appropriate, linking faith and historical timelines.

Teachers use *Key Stage History* schemes as the foundation for planning, enhanced with carefully selected resources, texts, and creative approaches. Units are centred on overarching questions that help pupils make connections across time and topics, promoting deeper enquiry and meaningful learning.

Pupils engage in practical, enquiry-based learning, including:

- Research using primary and secondary sources
- Analysis and interpretation of evidence
- Observational and comparative studies of artefacts, images, and texts
- Role play, hot-seating, and drama to explore historical perspectives

Educational visits, guest speakers, and subject days enrich the curriculum, allowing pupils to experience aspects of the past first-hand.

The curriculum is carefully sequenced to revisit prior learning, ensuring knowledge, skills, and vocabulary are reinforced over time. Pupils are encouraged to:

- Compare and contrast experiences across periods
- Evaluate differing interpretations of events
- Explore cause, consequence, change, continuity, and significance
- Apply enquiry skills to answer complex historical questions

Formative assessment and reflective discussion help teachers identify misconceptions and monitor progress, ensuring pupils consolidate skills and knowledge effectively.

ACHIEVEMENT (Impact)

Pupils make strong, sustained progress in History, gradually building a coherent understanding of chronology, key historical concepts, and enquiry skills. Their progress is evident in the quality of their work, confident use of subject-specific vocabulary, and ability to explain and apply historical knowledge across contexts.

Practical investigation and immersive activities foster curiosity, critical thinking, and engagement. Pupils develop an appreciation of diverse cultures, perspectives, and societies, alongside an understanding of how historical events continue to shape the present and future.

Assessment is proportionate and flexible, capturing progress through discussion, research, written work, observational studies, role play, and cross-curricular

activities, particularly English. This ensures progress is monitored without overburdening teachers.

As pupils move into Key Stage 3, they carry forward historical knowledge, enquiry skills, and critical thinking, ready to engage with further study with confidence, curiosity, and independence.