

Bonneygrove and Millbrook Primary Federation

History Subject Guidance

INTENT

At Bonneygrove and Millbrook Primary Federation, we believe that History should be exciting, meaningful and accessible for all children. Our History curriculum is designed to ignite curiosity, encourage thoughtful questioning and help pupils understand how the past has shaped the world they live in today.

Our intent is firmly rooted in the National Curriculum for History (2014) and shaped by the shared values and ethos of both schools. Through History, pupils develop:

- Secure chronological understanding
- Knowledge of significant people, events and periods
- The ability to ask questions, use evidence, and form reasoned judgements
- An understanding of diversity, change and continuity
- Respect for different cultures, beliefs and ways of life

In line with the Ofsted Inspection Framework (November 2025), our History curriculum is:

- Ambitious – all pupils study rich, challenging historical content
- Coherently sequenced – knowledge builds progressively from EYFS to Year 6
- Inclusive – all pupils, including those with SEND and EAL, access the same curriculum
- Knowledge-rich – pupils know more, remember more and understand more over time

WHY WE TEACH HISTORY THE WAY WE DO

We teach History through stories, enquiry and real experiences because children learn best when learning feels real, relevant and purposeful.

Our approach encourages pupils to ask meaningful historical questions such as:

- *What was life like for people in the past?*
- *Why did events happen the way they did?*
- *How do these events still affect us today?*
- *How have these events changed the way we live today?*

We use artefacts, visits, workshops, role play and immersive experiences to bring the past to life. This is particularly important for pupils who may experience digital poverty or have limited access to cultural experiences beyond school.

ROLE OF THE HISTORY SUBJECT LEADER

The History Subject Leader at Bonneygrove and Millbrook Primary Federation plays a key role in ensuring that the History curriculum is ambitious, coherently sequenced and effectively implemented, in line with the National Curriculum for History (2014) and the Ofsted Inspection Framework (November 2025).

The Subject Leader:

- Provides clear strategic direction for History across the Federation
- Ensures progression in knowledge, vocabulary and enquiry skills from EYFS to Year Six
- Monitors the quality of teaching and learning through lesson visits, book looks and pupil voice
- Supports teachers' subject knowledge and pedagogy in line with the Teachers' Standards
- Ensures SEND and EAL provision is embedded within History teaching
- Monitors assessment and outcomes to evaluate curriculum impact
- Manages and develops resources, including artefacts and digital tools
- Ensures enrichment opportunities build cultural capital
- Contributes to whole-school self-evaluation and inspection readiness

Through effective leadership, the History Subject Leader ensures pupils leave the Federation as confident, inquisitive historians.

EYFS

Children begin by learning about their own history, families and routines. Through stories, photographs and talk, they develop early understanding of time, change and continuity.

Key Stage One

Pupils learn about significant people and events within and beyond living memory. Learning focuses on comparison between past and present and builds early historical vocabulary and enquiry skills.

Key Stage Two

Pupils develop secure chronology and deeper enquiry skills. They study British, European and world history, evaluating sources, identifying cause and consequence, and recognising how societies change over time.

Through History, pupils develop empathy, respect and understanding, helping them grow into thoughtful, informed and responsible citizens.

SEND INCLUSION

SEND inclusion is integral to the design and delivery of the History curriculum. Guided by the nasen Teacher SEND Handbook (January 2024), we follow the graduated approach of:

Assess → Plan → Do → Review

All pupils receive Quality First Teaching, with reasonable adjustments made so that pupils with SEND are not disadvantaged and can access the same ambitious curriculum content as their peers.

SUPPORTING PUPILS WITH SEND IN HISTORY

Pupils with SEND are supported through:

- Visual timelines and chronological supports
- Knowledge organisers and graphic organisers
- Key vocabulary is emphasised, clearly explained, regularly revisited with opportunities for pupils to apply it in context.
- Artefacts and hands-on learning to make concepts concrete
- Role play and drama to support understanding
- Flexible outcomes and alternative recording methods (oral explanations, diagrams, digital tools)
- Clear modelling, chunked instructions and scaffolded tasks
- ICT and immersive experiences, including VR, to support engagement and understanding

These strategies reduce barriers to learning and support confidence, independence and progress in History.

EAL SUPPORT

Pupils with English as an Additional Language are supported through:

- Visual scaffolds and dual coding
- Explicit teaching and rehearsal of historical vocabulary
- Modelling of sentence structures for explanation and comparison
- Structured talk opportunities and partner work
- Use of artefacts, images and timelines to support meaning

History provides rich opportunities for language development, particularly through discussion, storytelling and explanation.

IMPLEMENTATION

The History curriculum at Bonneygrove and Millbrook Primary Federation is carefully planned, coherently sequenced and knowledge rich.

Learning is organised so that key historical concepts are introduced early and revisited regularly, allowing knowledge to build cumulatively. Across the Federation, pupils revisit and deepen understanding of:

- Chronology and timelines
- Historical enquiry
- Cause and consequence
- Change and continuity
- Historical interpretation and significance

Teaching is underpinned by:

- Clear knowledge organisers and timelines
- Explicit teaching of subject-specific vocabulary
- Regular retrieval opportunities to strengthen long-term memory
- High-quality texts and historical sources
- Opportunities for discussion, debate and reasoning

Enrichment opportunities such as educational visits, workshops, artefacts and immersive digital experiences (including VR) are used purposefully to deepen understanding and build cultural capital. Examples of enrichment opportunities include:

- Remembrance Day is celebrated annually as a whole-school event, providing pupils with opportunities to engage in historical understanding, reflection, and commemoration.
- Across the school, pupils study Victorian Christmas through a dedicated themed week.
- As part of their World War II topic, Year 6 participate in an overnight evacuee experience held at school.
- The school works with external providers to deliver in-school history workshops that enhance learning and historical skills. These have included: Crime and punishment in Year 4; The Victorians in Year 6;
- Visits to historical places of interest, including museums and heritage sites, provide pupils with opportunities to deepen their historical understanding and enquiry skills.

EXAMPLES OF WHAT WE TEACH IN HISTORY

EYFS

- Personal and family history
- Understanding past and present
- Stories about people and events

Key Stage One

- Significant individuals
- Events within living memory
- Local history
- Comparing past and present

Key Stage Two

- Changes in Britain from the Stone Age to modern times
- Ancient civilisations
- Non-European societies
- World history and global connections

IMPACT

The impact of the History curriculum is seen in pupils who:

- Enjoy learning about the past
- Talk confidently about what they know
- Make meaningful connections across time
- Use historical vocabulary accurately
- Show empathy, respect and curiosity

By the end of Key Stage Two, pupils can:

- Place periods within a secure chronological framework
- Explain why things were different in the past
- Identify cause and consequence
- Use evidence to support explanations

Pupils leave the Federation with a secure foundation for secondary History and a clear understanding of how the past informs the present.

OUTCOMES – NATIONAL CURRICULUM 2014

By the end of the Federation, pupils meet the expectations of the National Curriculum for History (2014) by developing secure knowledge, chronological understanding and effective historical enquiry skills.

DESIRED OUTCOMES – BONNEYGROVE AND MILLBROOK PRIMARY FEDERATION

By the time pupils leave Bonneygrove and Millbrook Primary Federation, we want them to be:

- Inquisitive historians who ask questions and seek understanding
- Able to think critically about why things were different in the past
- Confident in recognising change, continuity, similarity and difference
- Respectful of diversity and different cultures
- Curious, resilient, honest, ambitious, creative, kind and inclusive learners
- Informed citizens who understand how historical developments shape society today

PUPIL VOICE

EYFS

“We painted poppies because it was a special day. We remembered the soldiers from the war.”

Key Stage One

“We learn lots about people from the past. We have been learning about Queen Victoria this term.”

Key Stage Two

“I like exploring History, about life in the past and how it was different to now. I really like the Victorian Christmas week we do each year.”

SEND

“I enjoy History and the past. We’ve been learning about the Space Race. Neil Armstrong was the first man on the moon – he said ‘One small step for man, one giant leap for mankind.’”

EAL

“ I like learning about Queen Elizabeth, It’s really interesting. She lived 400 years ago”

History topics are carefully structured to provide a strong narrative that supports cross-curricular learning, with geography working alongside history to help pupils understand how people, places and environments have changed over time. Immersion days, workshops, artefact handling, map work, fieldwork links and role play allow pupils to experience learning rather than simply learn about it. English outcomes are closely linked, enabling pupils to write diaries, reports and narratives rooted in historical and geographical understanding. Art, design and drama deepen learning by allowing pupils to interpret the past and different landscapes creatively. Pupils benefit by developing a strong sense of chronology, place, empathy and critical thinking, remembering learning because they have explored it through story, experience and expression.

Why Intent is STRONG

The intent of History at Bonneygrove and Millbrook Primary Federation is strong because it is ambitious, coherently sequenced and rooted securely in the National Curriculum (2014), fully reflecting Ofsted’s expectation that the curriculum should be “broad, ambitious and designed to give all learners the knowledge and cultural capital they need to succeed in life.” Leaders have clearly articulated what pupils should know and remember, prioritising secure chronological understanding, substantive knowledge of significant periods and figures, and the development of disciplinary thinking through enquiry and evidence. The curriculum is carefully structured from EYFS to Year Six so that knowledge builds progressively, ensuring pupils deepen understanding of cause and consequence, change and continuity,

interpretation and significance over time. Inclusion is central to the curriculum design, with SEND and EAL provision embedded so that all pupils access the same rich historical content. The emphasis on diversity, global history and respect for different cultures ensures pupils develop both historical knowledge and informed citizenship. This clarity of purpose, sequencing and ambition demonstrates a strong and well-conceived curriculum intent.

Why Implementation is STRONG

Implementation is strong because the History curriculum is delivered consistently and systematically across the Federation, ensuring that planned knowledge is securely taught and revisited. In line with Ofsted's focus on effective curriculum delivery, key historical concepts such as chronology, enquiry and interpretation are explicitly taught and regularly revisited, enabling knowledge to build cumulatively into long-term memory. The use of knowledge organisers, timelines and explicit subject-specific vocabulary ensures clarity and precision in teaching. Regular retrieval practice strengthens retention, while structured discussion and debate develop pupils' reasoning and disciplinary understanding. Enrichment opportunities — including themed immersion weeks, workshops, artefacts, visits and immersive digital experiences — are purposeful and carefully linked to curriculum content, deepening understanding rather than acting as standalone events. The Subject Leader provides strong strategic oversight through monitoring, professional development and evaluation of outcomes, ensuring consistency and progression across year groups. As a result, the curriculum is not only well designed but effectively and faithfully implemented in classrooms.

Why Impact is STRONG

The impact of the History curriculum is evident in pupils who demonstrate secure knowledge, confident use of vocabulary and increasingly sophisticated historical thinking, aligning with Ofsted's focus on whether pupils "know more and remember more." Pupil voice reflects clear understanding of key historical concepts and enthusiasm for learning, with pupils able to discuss significant individuals, events and periods with accuracy. By the end of Key Stage Two, pupils can place periods securely within a chronological framework, explain cause and consequence, identify change and continuity, and use evidence to support reasoned judgements — meeting the expectations of the National Curriculum (2014). SEND and EAL pupils articulate how scaffolds and supports enable them to access and understand complex historical ideas, evidencing inclusive impact. Enrichment experiences contribute meaningfully to pupils' cultural capital and deepen long-term understanding. Pupils leave the Federation as inquisitive, reflective and informed historians who understand how the past shapes the present, demonstrating sustained curriculum impact over time.

