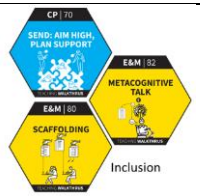
Subject Overview: History

Progression and Skills			
As an EYFS historian I can…	***As a KS1 historian I can…***	***As a LKS2 historian I can…***	***As a UKS2 historian I can…***
…understand chronology ✓ Understand the concept of time (past, present, future) **…discover significant events and people** ✓ Recognise and describe special times or events for family and friends **…compare and co** ✓ Listen to and discuss stories about the past **…inquire** ✓ Recognise buildings, roads, transport ✓ Talk about people jobs and roles in the community	**…understand chronology** ✓ Develop an awareness of the past using common words and phrases **…discover significant events and people** ✓ Learn about significant historical events, people and places in their own locality **…compare and contrast** ✓ Compare aspects of life in different periods	**…understand chronology** ✓ Secure of chronological knowledge and understanding of British, local and world history **…discover significant events and people** ✓ Understand the lives of signification individuals in the past who have contributed to national and international achievements ✓ WW2 significance in Worle & Bristol - Impact; Evacuation, land use etc ✓ Iron Age Hillfort- Worlebury **…compare and contrast** ✓ 3 connections, contrasts and trends over time and developing the appropriate use of historical terms **…inquire** ✓ Address and devise historically valid questions about change, cause, similarity and difference and significance **…analyse sources** ✓ Understand how our knowledge of the past is constructed from a range of sources	**…discover significant events and people** ✓ Explain a secure understanding of British, local and world history ref. to specific people and events **…compare and contrast** ✓ Link knowledge into different contexts: local, regional, n **…inquire** ✓ Construct informed responses that involve that involve thoughtful selection and organisation of relevant historical information

What makes this subject special here?		• Our history curriculum is deeply rooted in local heritage, enabling pupils to develop a strong sense of place and identity. We make rich use of local historical links, including Worle in WWII, Weston Woods and its role in D-Day preparations, the Victorian seaside, railways and smugglers, St Martin's Church, Iron Age Hill fort and Viking and Saxon influences in Uphill and the Somerset Levels. Pupils also explore the wider regional significance of the nearby city of Bristol, learning about empire building, Brunel's engineering legacy, and the development of ships, bridges and railways. In addition, pupils visit a local Iron Age hillfort, bringing prehistoric history vividly to life. • We are proud to be closely linked with a Heritage School (WVPS), awarded by English Heritage, recognising the commitment to exploring local history and uncovering the stories of the people and places that have shaped our community. This is further enriched through visits and workshops led by experts such as Michael Gorely from Historic England, who delivers engaging sessions on the Blitz, census records and Victorian life in Worle. • Where appropriate, history is taught in a cross-curricular way, strengthening links with both core and foundation subjects and enhancing learning through carefully chosen class texts. • To inspire curiosity and enthusiasm, we provide a wide range of memorable 'Wow' experiences across all year groups. These include educational visits beyond the classroom—such as Wessex Water, The Matthew, local hillforts and museums—as well as immersive workshops delivered in school on themes including the Ancient Greeks and Egyptians, Romans, the Great Fire of London and the Rise of Baghdad. • As a school, we also actively commemorate significant national events, including Remembrance, VE Day, and royal milestones such as marriages, jubilees and birthdays, ensuring pupils understand their place within the wider historical narrative of our nation.
Accessibility for All *pedagogy scaffolding, resources, enrichment, challenge, equity of access*		• Our history curriculum is carefully designed to be enriching, inclusive and ambitious, ensuring that all pupils can access, enjoy and succeed in their learning as young historians. History is taught in a way that allows every child to actively engage in discussion, exploration and inquiry, regardless of prior attainment or ability. Lessons are structured to promote curiosity and critical thinking, with pupils encouraged to question the past and consider multiple viewpoints. • As historians, pupils understand that history is often a mystery; we cannot always know exactly what happened or why. This understanding creates a safe, non-threatening learning environment where answers are open to interpretation and discussion. This approach supports equity of access, as all pupils are valued for their ideas and contributions, rather than their written outcomes alone, enabling every child to participate meaningfully in historical dialogue. • Challenge is embedded throughout our history curriculum. High-quality questioning and rich discussion encourage pupils to think deeply and analytically, regularly exploring questions such as *how*, *why*, and *what if*. Through debate and reasoning, pupils are challenged to justify opinions, evaluate evidence and consider

		alternative interpretations of historical events. This ensures that all learners, including the most able, are continually stretched and engaged. • Written outcomes are purposeful and carefully planned, recognising that historical understanding is not solely demonstrated through writing. When written work is required, appropriate scaffolding is provided to support lower-attaining pupils and those with additional needs. This may include adult support, word banks, sentence starters, visual prompts, timelines and structured writing frames. These scaffolds enable pupils to access the same high-quality historical content and learning objectives as their peers, ensuring fairness and inclusion without reducing ambition. • Enrichment plays a central role in bringing history to life. A wide range of visits, workshops and 'wow' experiences enhance classroom learning and provide memorable, hands-on opportunities to deepen understanding. These experiences are carefully resourced and planned to ensure all pupils have equal access, removing barriers to participation wherever possible. • Through this inclusive, well-resourced and discussion-rich approach, pupils develop confidence, resilience and a genuine enthusiasm for history. They leave with a secure understanding of the past, disciplinary skills, and the ability to think critically, ask meaningful questions and appreciate the complexity of the world around them.
Assessment *principles-based*		Assessment of subject knowledge occurs through online quizzes such as Socrative and Canva. These quizzes are taken at the beginning and the end of the topic to show progress. Historical skills are assessed through discussion sessions and inquiry learning where children will have opportunities to develop these skills.