

HISTORY

2025/2026

REVIEWED AND UPDATED TERMLY



“Be strong and courageous. Do not be afraid;
do not be discouraged, for the Lord your
God will be with you wherever you go.”

Joshua 1:9

AIMS

As part of our 'Leadership and Management' and Quality of Education School Development Plan, this presentation is designed to share information regarding the intent, implementation and impact of the curriculum, including but not limited to:

- Rationationle and curriculum intent
- Subject monitoring
- Professional development
- Assessment, tracking and progress
- Action plan

Rationale and Curriculum Intent

Following the Kapow SoW, pupils at Latchford St James are encouraged and inspired to become curious and creative thinkers with a diverse knowledge of local and global history. We want pupils to develop their confidence, to think critically, ask questions and be able to explain and analyse historical evidence. The History curriculum at Latchford St James aims to encourage pupils to develop:

- Awareness of significant events and individuals (locally and globally), recognising how things have changed over time
- Understanding of chronology; making connections over periods of time
- An appreciation of ways in which historians study the past and to carry out their own historical enquiries
- Understanding of key substantive concepts including power, invasion, settlement and migration, empire, civilisation, religion, trade, achievements of humankind, society and culture
- A growing understanding of historical concepts, terms and vocabulary.

The scheme has been adapted to ensure that pupils experience their local history first hand and make use of the historical location in which the school is set.

Curriculum Implementation

Latchford St James History builds historical knowledge by developing pupils' understanding of the key concepts:

• Change and continuity • Cause and consequence • Similarities and differences • Historical significance • Historical interpretations • Sources of evidence

Using a spiral curriculum, meaning that essential knowledge and skills are revisited with increasing complexity, pupils build upon their previous learning within each topic.

The curriculum has been designed to make use of our local history, including exploring Warrington Castle, using artefacts and visiting exhibitions at Warrington Museum and using historical sources from our local area. Our History curriculum and Knowledge Organisers have been approved by Amanda Moore, Education Officer at Warrington Museum and Keith Myers, Warrington Castle..

Curriculum Impact

The expected impact of our History curriculum is that children will:

- Know and understand the history of Britain, how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Develop an understanding of the history of the wider world, including ancient civilisations, empires, non-European societies and the achievements of mankind.
- Develop a historically-grounded understanding of substantive concepts – power, invasion, settlement and migration, civilisation, religion, trade, achievements of mankind and society.
- Form historical arguments based on cause and effect, consequence, continuity and change, similarity and differences.
- Have an appreciation for significant individuals, inventions and events that impact our world both in history and from the present day.
- Understand how historians learn about the past and construct accounts.
- Ask historically-valid questions through an enquiry-based approach to learning to create structured accounts.
- Explain how and why interpretations of the past have been constructed using evidence.
- Make connections between historical concepts and timescales.
- Meet the relevant end of key stage expectations outlined in the National curriculum for History at the end of Key stage 1 and 2.

Christian Values and UNICEF Rights

At Latchford St James, Christian Values are woven through everything we do and teach. In History, particular focus is given to:

- Compassion - understanding we all have a right to our own experiences and opinions in History
- Respect - not always agreeing with others' perspectives but developing tolerance and respect for others
- Ambition - understanding that many historical significant individuals worked hard to achieve their ambitions and this is something we can learn from
- Fairness - trying to remain unbiased when looking at different historical sources
- Article 12 - Every child has the right to respect for their own views
- Article 13 - Every child has the right to freedom of expression
- Article 14 - Every child has the right to freedom of thought, belief and religion
- Article 17 - Every child has the right to access information from the media
- Article 28 - Every child has the right to education
- Article 29 - Every child has the right to development of personality, talents and abilities to the full
- Article 31 - Every child has the right to leisure, play and culture

Planning

LINK TO SCHOOL WEBSITE - CURRICULUM - HISTORY PAGE

	TOPIC 1	TOPIC 2	TOPIC 3
Y1	Am I making history?	How have toys changed?	How have explorers changed the world?
Y2	How was school different in the past?	How did we learn to fly?	What is a monarch?
Y3	Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age?	Why did the Romans invade and settle in Britain?	What was important to ancient Egyptians?
Y4	How have children's lives changed?	How hard was it to invade and settle in Britain?	How did the achievements of Mayan civilization influence their society and beyond?
Y5	Were the Vikings raiders, traders or something else?	What was life like in Tudor England?	What is the legacy of the ancient Greek civilization?
Y6	What can the census tell us about local areas?	What was the impact of WWII on Britain?	What was the Sikh Empire?

Assessment and Progress

At Latchford St James we use summative assessment checkpoints throughout the lesson to ascertain the level of knowledge and understanding. We have created our own History tracking tool which allows for precise summative data to be collected at the end of each lesson. This information supports with teacher planning to ensure awareness of how to move pupils forward in their learning. Data is collected termly by Helen Chadwick in order to analyse patterns and evaluate learning.

Pupils are also encouraged to carry out their work with good detail to presentation and this is assessed in each lesson.

As assessment is done in books, pupils (particularly older pupils) will become confident in recognising their abilities: promoting intrinsic motivation.

SEN

We recognise and celebrate the range of abilities of all our pupils at Latchford St James. Individual support is given to those who benefit from it. We also:

- Ensure children are offered a variety of sources to be able to develop conceptual understanding
- Additional risk assessments made for those who require it for History trips
- Sources, artifacts and photos are appropriately sized for those who needs adaptations
- Any History displays support memory and consolidation as well as celebration of achievement of all abilities
- Parents and families aware of the curriculum to support learning at home (including pre-teaching)
- Explicit language when comparing locations to ensure those with additional communication and interaction requirements can conceptualise how a place is similar/different
- Knowledge Organisers are shared with families and pupils can refer to them in each lesson to secure understanding

EAL

Latchford St James has nearly as many pupils who are exposed to another language other than English and those who are monolingual (English) and so, the way in which we support EAL pupils is something that is continually considered in all areas of learning.

However, through our History curriculum we support EAL pupils by:

- Knowledge organisers shared with families to allow for learning in home language to take place. Improving pupils' cognitive abilities and language which can be translated
- Opportunities for families to come into school for History enrichment which encourages language development
- Knowledge organisers glued in books at the beginning of each topic which include key vocabulary and meaning, photographs and images for reference and clarification as well as key facts for each topic
- Pupils given opportunities to explore (perhaps new) local area history as well as exploring global history, focussing on areas or key individuals they might be familiar with
- Pupils encouraged to share their historical knowledge based on their prior understanding e.g. Sikh Empire