



Intent

At Harper Bell, inspire pupils to be curious and creative thinkers who develop a complex knowledge of local and national history and the history of the wider world. We want pupils to develop the confidence to think critically, ask questions, and be able to explain and analyse historical evidence. Through our scheme of work, we aim to build an awareness of significant events and individuals in global, British and local history and recognise how things have changed over time.

Implementation

- Curriculum Design:** History is taught through a half-termly programme of study following Kapow, with topics carefully sequenced to build knowledge and disciplinary understanding year on year.
- EYFS:** Learning is delivered through Understanding the World, developing awareness of past and present, people, culture and communities.
- KS1:** Pupils study significant events and individuals from living memory, building early enquiry and chronology skills.
- KS2:** Pupils explore key historical periods, developing depth of understanding and cross-curricular links to geography, science and literature.
- Approach:** Each lesson includes a disciplinary focus to support pupils in “thinking like historians”. Learning is enriched through artefacts, trips and digital research,
- Inclusion:** Scaffolded tasks, digital accessibility tools and adaptive approaches ensure all pupils can access and engage with historical enquiry.

Impact

- Pupils demonstrate a secure chronological understanding and use historical vocabulary confidently.
- Learning quizzes and pupil voice show strong engagement and retention of key knowledge.
- Educational visits and artefact work deepen curiosity and contextual understanding.
- Pupil Voice:**
Y4 “We love history lessons because we learn more about our world.”
Y3 “Trips help us understand history – visiting real places makes it come alive.”

Assessment

- Assessment for Learning (AfL) and feedforward approaches are used during and after lessons.
- Pre- and post-learning quizzes track knowledge acquisition for each unit.
- Evidence of understanding is captured through books and pupil discussions.
- Gaps identified through assessment are addressed in Smart Starts, morning work or home learning.

Subject Knowledge, Skills and Vocabulary

Our history curriculum develops chronological understanding, enquiry and interpretation. Pupils learn to:

- Chronology – sequence events and understand historical timelines.
- Knowledge and enquiry – investigate people, places and events using evidence.
 - Interpretation – evaluate sources and question reliability.
 - Communication – use precise historical vocabulary to explain and justify findings.
- Connection and comparison – identify patterns, similarities and differences across periods.

Progression from EYFS to Year 6 ensures pupils become confident historians who can think critically about the past and its impact on the present.

Harper Bell SDA Primary School: Approach To History

Inclusion

History at Harper Bell ensures inclusive historical enquiry, enabling pupils from all backgrounds to access rich knowledge and skills. Discrete scaffolds — such as visual timelines, adapted source texts and role-play-based reflection tasks — support learners with lower starting points. Teachers maintain high expectations, ensuring every pupil can explore cause, consequence and interpretation and share their voice in inclusive class discussions.