



# Usworth Colliery Primary School History Curriculum Narrative



## Usworth Colliery Primary School Curriculum Vision

*Enjoy achieving together...to be the best that we can be!*

At Usworth Colliery, we have high expectations and aspirations for all. We pride ourselves on providing a safe, happy and healthy environment which supports our children to become confident, caring and independent learners. As a highly inclusive school, we support all our learners to access an education pathway that supports them to build on their starting points, considers their social and emotional needs and challenges them to thrive.

Our ethos and core values, along with our engaging curriculum, prepares our children for modern day life and their next stage of learning. We aim to deliver a curriculum that supports our children to be ready for the real world with opportunities to problem solve, develop resilience, be inspired, curious and creative and develop aspirations for their futures. We are determined that our children will make strong progress regardless of their starting points through a well sequenced, broad and balanced curriculum. Oracy development is at the heart of the entire curriculum: children use key stem sentences to develop language structures and progression is designed across the curriculum in the Physical, Linguistic, Cognitive and Social & Emotional strands. Lessons are crafted to support pupils to build on prior knowledge, revisit key learning, practise key skills and make links, to help them learn more and remember more.

We actively encourage respectful, positive relationships for all and promote British Values to maintain a strong whole school community.

*Safety, Resilience, Care, Aspiration*

## History INTENT

Our pupils learn best through experiential learning and our history curriculum supports and promotes this. At Usworth Colliery, we aim to bring history alive for the children. We believe that learning history is not merely remembering when events happened but the study of how to be a historian. This underpins our approach to the subject, where historical skills are taught explicitly and knowledge is imparted through investigation and application of these skills. Through this approach, our children will develop more critical thinking skills, learning how to ask good questions and weigh up evidence. We invite history specialists to share their knowledge and enthusiasm, visit places of historical interest to widen children's experiences and explore primary and secondary sources hands on in order to engage them and enrich their learning. Through studying local themes and people, our children are encouraged to appreciate their own place in the world and the events that have led to this to help instil a sense of pride in their heritage and community. Through the experiential approach, pupils are offered a curriculum which is exciting, engaging and ambitiously designed to develop values that will serve them throughout their school life and beyond – to be curious, respectful, flexible and critical in their thinking.

**We INTEND that our curriculum will:**

<b>Challenging</b>	Our history curriculum requires children to think deeply and explore as historians at their own levels. Children will be regularly challenged to explain their thinking, the significance of events and biases of the past to ensure they are historians and not just fact machines.
<b>Inspiring</b>	History lessons should foster a sense of excitement and wonder whilst inspiring children to want to know more about the past. Children are encouraged to ask questions about the past and use their ability to explore a range of historical sources to help them find the answers. Educational visits and exciting visitors hope to inspire a love of history and enquiry about the past.
<b>Relevant</b>	All history topics are linked back to the world today and life within our local community as we must have a strong understanding of the past to understand the world and our locality today. Children should be able to describe how historical events have influenced their life and community.
<b>Creates a deep understanding of world history</b>	In all history topics, children regularly refer to historical timelines and develop an understanding of historical events from both the UK and around the world. All historical understanding is based on prior learning from previous topics where chronology and key learning is recapped. Can you still... starters and lessons allow children to retrieve prior learning to create a deep understanding of history in a range of eras.
<b>Inclusive</b>	Investigate the inclusive issues of the past to allow us to reflect on the present and future e.g slavery, women's rights, LGBT+ etc.

## History IMPLEMENTATION

We adopt an enquiry-focused approach to learning and teaching in history, which develops our pupils as young historians. In each lesson, children focus on a particular skill—using the historical icons—in order to develop a deep understanding of the historical era. The curriculum is designed in line with the National Curriculum and is planned to give learners a deep knowledge of Britain's past and that of the wider world.

Through enquiry, our pupils not only build subject knowledge and understanding but become increasingly adept at critical thinking, the use of specialised vocabulary, and their grasp of subject concepts. We structure learning in history through 'big question'-led enquiries about relevant historical topics, places, and themes. Our curriculum is therefore 'knowledge rich' rather than content-heavy, as we recognise that if we attempt to teach historical topics, places, themes, and issues in their entirety, we restrict opportunities for pupils to master and apply critical thinking skills and achieve more challenging subject outcomes. Our learning and teaching in history is interactive and practical, allowing opportunities for pupils to work independently, in pairs, and also in groups of various sizes both inside and outside of the classroom.

Wherever possible, we provide our pupils with historical evidence, including narratives, paintings, photographs, artefacts, and data in the form of censuses and films, to analyse and from which to reach conclusions and make judgements. Similarly, we provide varied and differentiated ways for pupils to record the outcomes of their work, including the use of PowerPoint, concept mapping, annotated diagrams, improvised drama, and the application of a wide range of writing genres. Only in this way will knowledge become embedded and 'sticky,' ensuring that our pupils can build on what they know and understand from one year to the next.

The schemes of work for each historical enquiry highlight both the disciplinary knowledge and substantive knowledge required. Our learning and teaching in history also recognises the importance of the local area, with a number of our investigations involving observation, recording, presentation, interpretation, and the evaluation of historical information outside of the classroom, e.g. significant people, places, and events locally. History lessons have a strong focus on recalling prior knowledge through our "Can You Still..." starters and retrieval sessions, where children regularly recap prior knowledge to help them understand new concepts and make connections between eras. Each topic begins with a recap of historical chronology, with class timelines being used to help develop a strong understanding of where historical eras fit within a chronology of the past.

### Real-world Opportunities:

Educational visits to museums and historical sites.  
Using artefacts and sources of evidence from the historical period.  
Opportunities to begin a historical enquiry and find the answers for themselves.  
Participation in historical days/events e.g. Remembrance Day, black history month etc.

### Big ideas:

- In each era children will learn about and compare some or all of the following historical themes**
- Achievements (scientific and cultural)
  - Housing and architecture Food, Farming and Trade
  - Entertainment
  - Weapons and warfare
  - Society (politics and class)
  - Beliefs

## History IMPACT

Our history curriculum is designed to provide children with a deep understanding of both disciplinary and substantive knowledge. Through high-quality teaching, we aim to nurture tolerant, curious, empathetic, and critical-thinking historians who can reflect on the past and its relevance to the present. Through exploration, pupils develop essential skills in analysis, communication, and reasoning, which foster their growth as informed and responsible citizens. We aim to instil a lifelong interest in history, ensuring students leave primary school with a strong foundation in historical knowledge and critical thinking.

All learners are supported at their appropriate levels, enabling them to explore, reflect, discuss, and evaluate the past through enquiry-based learning. Detailed long- and medium-term plans ensure that disciplinary and substantive knowledge is developed progressively alongside the development of key vocabulary. Our assessment and marking systems help quickly address gaps in learning, allowing timely interventions and additional classroom support to ensure every child can reach their potential.

We also offer a range of whole-school events, such as Remembrance Day, Black History Month, and Washington's 60th anniversary, that highlight the real-world impact of our history curriculum. Through these varied experiences, we aim to deepen children's understanding of the past and its connections to the modern world while cultivating a love of inquiry and a thirst for knowledge.

At Usworth Colliery Primary, our history curriculum is adaptable to the changing needs of our students, helping them become collaborators, innovators, and future leaders. We equip our learners with the foundational skills and knowledge to confidently transition to KS3 and beyond, with a passion for lifelong learning. Our school's core values—safety, resilience, care, and aspiration—are developed through history education and should be evident in our children's actions and conversations.

**The IMPACT of our curriculum will create pupils who are:**

Thirsty for knowledge	Pupils who actively seek out new knowledge through independent research, reading of historical books and discussions with parents, staff and peers.
Passionate	Pupils who are passionate about learning about the past and sharing their knowledge of history throughout their history lessons, in-school presentations and life outside of school.
Critical thinkers	Pupils who can digest a range of information sources and pair this with their own knowledge to think critically about what they have read/watched/heard to form their own judgements.
Effective communicators	Pupils who can communicate in a respectful, empathetic and clear manner in a variety of forms e.g. written, verbal answering of questions, debates, presentations, drama etc.
Enquirers	Pupils who strive to ask questions about the past and use a range of historical skills to find the answers to their questions.

Archaeologist

Genealogist

Archivist

Tour guide

Museum Curator