

Christ Church CofE Primary – History Overview

Rationale

“In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.” – Matthew 5:16



At Christ Church, we believe that every child is uniquely created in the image of God and deserves a curriculum that enables them to flourish academically, socially, morally, and spiritually. Through our SHINE values – to be Successful, Happy, Included, Nurtured, and Enriched – we seek to educate the whole child, helping them to discover their gifts and use them to make a positive difference in the world.

History plays a vital role in this vision. It inspires curiosity about the past, deepens children’s understanding of people and societies, and shows how the past continues to shape our lives today. Through history, children develop empathy, resilience, and respect for diversity. They also gain skills of enquiry, analysis, and critical thinking which prepare them to become knowledgeable, reflective, and responsible citizens.

The Christ Church CofE Offer

History at Christ Church is taught through the CUSP curriculum, which is ambitious, coherent, and evidence-led. It meets and exceeds the National Curriculum while remaining firmly rooted in our Christian ethos and SHINE values.

We believe that history enables children to understand their place in God's world and to recognise the responsibilities they hold towards others.

Through the study of different time periods, cultures, and perspectives, children explore the richness of human experience and develop a strong moral compass.

Our history curriculum promotes cultural capital and supports children in understanding British values of democracy, the rule of law, individual liberty, and mutual respect. It also broadens horizons by introducing children to global histories, diverse voices, and different interpretations of the past.

Curriculum Design

Our curriculum is deliberately sequenced to ensure that children build cumulative knowledge over time. From EYFS through Key Stage 2, children revisit and deepen their learning in meaningful ways, developing secure chronological understanding and the ability to make connections across periods and themes.

Local history is an essential part of the Primary National Curriculum, as it allows children to connect their learning to the community around them. By exploring the history of their own area, children gain a sense of identity and belonging, recognising how people and events close to home have shaped the present. This grounding in local heritage not only makes history more meaningful and relevant but also fosters pride, respect, and responsibility for the place in which they live.

In the Early Years, children begin to explore ideas of past and present through play, storytelling, role-play, visitors, and first-hand experiences. This lays the foundation for future historical enquiry. As children progress through school, they learn to think and work like historians: asking questions, evaluating sources, and forming evidence-based conclusions.

Our approach is driven by our children developing their:

- **Cumulative knowledge** – children revisit and build on prior learning from EYFS through KS2.
- **Chronology and connection** – Learning is sequenced to build secure timelines and show cause, consequence, and change.
- **Substantive and disciplinary knowledge** – children learn both key historical facts/concepts and how historians work.
- **Vocabulary development** – Historical vocabulary (Tier 2 and Tier 3) is taught explicitly, sequentially, and cumulatively.
- **Inclusivity** – High expectations are set for all children, with adaptations for SEND and EAL to ensure access and challenge.

Big Ideas- Substantive Concepts					
Community	Knowledge	Invasion	Civilisation	Power	Democracy
<p>This gives us a focus on a large group of people living in a place</p> <p> </p> <p>This can be within a large area, such as the community of people during the Great Dire of London or the Windrush Generation</p> <p> </p> <p>It is also in the evolving communities of the people in the Palaeolithic, Mesolithic and Neolithic times</p> <p> </p> <p>Community can also be the people affected in World Wars</p>	<p>This gives us a focus on the difference knowledge makes to people</p> <p> </p> <p>The migration of people and their knowledge of technology, such as smelting bronze, led to a change in the way people lived their lives.</p> <p> </p> <p>Knowledge brings about change</p> <p> </p> <p>This can be seen through the emergence of great civilisations, such as the Ancient Egyptians</p> <p> </p> <p>It can also be the rise of knowledge and invention, such as the Maya or Ancient Greeks.</p>	<p>Taking over another country or region with an armed force</p> <p> </p> <p>Hitler's iniquitous beliefs led him to invade Poland and France</p> <p> </p> <p>Invasion is a substantive concept throughout history</p> <p> </p> <p>It can mean a small-scale forcible take-over of a village or town, or in the larger scale of a city-state or country</p>	<p>A large group of people who follow similar laws, religion and rules</p> <p> </p> <p>Larger than a community</p> <p> </p> <p>Great civilisation have cities, architecture, laws, culture and art</p> <p> </p> <p>Ancient Egyptians, Greeks and Maya were great civilisations</p> <p> </p> <p>They advanced their society through knowledge and power</p>	<p>The power to advance technology, architecture and the arts</p> <p>or</p> <p>The power over people and places</p> <p> </p> <p>Power to build The Parthenon, great theatres and the Lighthouse at Alexandria</p> <p> </p> <p>Power struggle: Athens vs Sparta or Anglo-Saxons and Vikings</p> <p> </p> <p>Kings, queens and leaders used power to achieve their goals, such as Queen Victoria and her desire to rule an Empire</p> <p> </p> <p>Alexander the Great unified power in Ancient Greece</p> <p> </p> <p>War with the Persians</p>	<p>A form of government voted for by the people</p> <p> </p> <p>Democracy has many forms through time</p> <p> </p> <p>In Ancient Greece, certain people in Athens could vote, but it wasn't a true democracy</p> <p> </p> <p>Democracy hasn't always been equal</p> <p> </p> <p>Democracy today is typically represented by a government who are voted for by the majority of people in that country</p> <p> </p> <p>The opposite to democracy is dictatorship or tyrannical leadership</p>

Disciplinary knowledge					
Historical enquiry					
Structured and relevant enquiry that sets pupils on a historical quest. Each knowledge note has a learning question that gives the pupil the opportunity to attempt and apply their understanding of the substantive knowledge (what pupils KNOW) in a disciplinary way (what pupils DO). These cumulate towards a more expert understanding of the big ideas.					
Chronology	Cause & consequence	Change & continuity	Similarity & difference	Evidence	Significance
<p>The science of time</p> <p> </p> <p>How events and significant people are placed in time</p> <p> </p> <p>Chronological order means to place people or events in a sequence which represents the passing of time</p> <p> </p> <p>BC= before the birth of Christ</p> <p> </p> <p>AD= anno domini (number of years after the death of Christ)</p> <p> </p> <p>There is no year 0, only 1 BC and AD 1.</p>	<p>The reason and result of the things that happened in history</p> <p> </p> <p>Causation is about why events occurred and situations happened</p> <p> </p> <p>How ideas connect and interrelate</p> <p> </p> <p>Grouping causes into categories, such as personal belief, military action, economic drivers or deliberate acts</p> <p> </p> <p>Causation is best used to think historically when the narrative of the study is secure and the big ideas are coherent, such as significant people, places, events and time</p> <p> </p> <p>Consequence is the result of the cause</p>	<p>How key people, places and events changed or stayed the same over time</p> <p> </p> <p>How much really changed over and across time?</p> <p> </p> <p>What kind of change was occurring? Was it social, military, economic?</p> <p> </p> <p>Pace and process: how quickly did things change?</p> <p> </p> <p>Continuity</p> <p> </p> <p>Latin: continuitatem= a connected series. What remained the same?</p> <p> </p> <p>What factors were the same? Trade? Ideas of race?</p>	<p>Similarity</p> <p> </p> <p>Compare similarities at the same time- what stayed the same and why?</p> <p> </p> <p>Difference</p> <p> </p> <p>Compare difference at the same time- what was different between people and places- why was that?</p>	<p>How we know about the past</p> <p> </p> <p>A source presents a viewpoint, position angle or bias from the time it was created</p> <p> </p> <p>Unwrapping a source tells pupils more about the attitudes, beliefs and culture of that time.</p> <p> </p> <p>Relics can be used and are sources</p> <p> </p> <p>Objects, artefacts and architecture don't carry a conscious testimony</p> <p> </p> <p>Primary sources</p> <p> </p> <p>Original documents, images or artefacts that provide a first-hand testimony to help inform the related study</p> <p>Secondary sources</p> <p> </p> <p>Books and articles about a study that may not have been created at the time</p>	<p>Why people, events and ideas are important in our studies</p> <p> </p> <p>The choice to study certain people and events because of their importance</p> <p> </p> <p>Latin: significare</p> <p> </p> <p>To make signs or point out</p> <p> </p> <p>Significant people and events are chosen by others to tell a historical narrative</p> <p> </p> <p>Why have they been chosen? What is significantly good or bad about these people and events?</p> <p> </p> <p>Also consider 'silences'</p> <p> </p> <p>(the not told history)</p> <p>As an opposite and equal to significance</p> <p> </p> <p>What stories were not told or are now emerging, such as the Windrush generation.</p>

Structure and Planning

History is taught through carefully sequenced units that build upon prior learning and prepare children for future study. Each lesson revisits previous knowledge, introduces new content, and provides opportunities for practice and application. Knowledge organisers, retrieval practice, and structured questioning ensure that learning is embedded securely in long-term memory.

Our history curriculum is consciously taught in half-termly blocks. History is delivered this way to maximise learning time and secure consistently high outcomes. This meets the needs of the children by supporting their learning and understanding, development of skills as well as reducing cognitive load. It also enables children to acquire depth in their learning by revisiting and building on existing knowledge.

Educational visits and enrichment experiences further bring history to life, giving children the opportunity to engage directly with historical sources, artefacts, and places of significance. This provides opportunities for enquiry beyond the classroom.

Special Educational Needs and Disabilities

At Christ Church, history is inclusive and accessible to all. Lessons are adapted to meet the needs of children with SEND, including those in our Focus Provision. Strategies such as visual supports, scaffolded tasks, structured questioning, and sensory-friendly approaches enable every child to participate fully.

Children with English as an additional language are supported through language scaffolds, ensuring that they can access the curriculum and develop the vocabulary needed to succeed. High expectations are maintained for all children, with appropriate levels of support and challenge.

Curriculum Impact

Through our history curriculum, children gain knowledge, skills, and understanding that prepare them for life beyond Christ Church. They develop curiosity about the past, a love of learning, and the ability to think critically about human experience. Over time, children become more confident, reflective, and independent in their enquiry.

Assessment is ongoing and purposeful, with teachers using questioning, discussion, and retrieval activities to check understanding. Summative

assessments ensure progression across year groups, while pupil voice allows children to reflect on their learning and articulate what they have remembered.

Ultimately, the impact of our history curriculum is seen in the way children leave Christ Church: as resilient, responsible children who understand the importance of history in shaping the world and who are equipped to make a positive difference in society.

Roles and Responsibilities

The Role of Headteacher

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual children will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- Proper provision is in place for children with different abilities and needs, including children with SEN

The Role of all other staff

Staff are responsible for delivering a high-quality, broad, and balanced curriculum that meets or exceeds National Curriculum expectations. They will:

- Implement the curriculum in line with this policy, ensuring all children make excellent progress.
- Be responsive to children's needs, making learning personal and relevant.

- Promote strong moral values and encourage children to make a positive impact locally and globally.
- Uphold the highest standards, recognising that our children deserve the very best.

The Role of Families

Parents and carers play a vital role in supporting the curriculum by:

- Encouraging a positive attitude towards learning at home and in school.
- Engaging with the school's curriculum through parents' evenings and communications.
- Supporting home learning and reading to reinforce classroom learning.
- Communicating with the school about any factors affecting their child's ability to access the curriculum.
- Promoting curiosity, resilience, and high aspirations in their child's learning journey.

The Role of Governors

Governors support and monitor the effectiveness of the curriculum by:

- Championing an ambitious, inclusive, and enriching curriculum for all children.
- Monitoring the impact of the curriculum on pupil progress and outcomes through reports, data, and school visits.
- Supporting staff development focused on curriculum design, delivery, and subject leadership.
- Ensuring the curriculum is broad, balanced, and aligned with statutory requirements.
- Holding leaders to account for the coherence, quality, and impact of the curriculum across all phases and subjects.