



The Spire Federation - History Curriculum Intent, Implementation & Impact

Curriculum Intent:

It's the most natural, normal thing in the world for human beings to want to know who they are and where they come from. Learning history helps children develop a sense of identity and an appreciation of the achievements of peoples in the past. We follow the Cornerstones curriculum which is well sequenced to provide a coherent subject scheme that develops children's historical knowledge, skills and subject disciplines. Key aspects and concepts, such as chronology, cause and effect, similarity and difference, significance and hierarchy, are revisited throughout all projects and are developed over time. All projects also develop historical skills based on evidence and historical enquiry.

History is responsible for building today's society, it is important that children embrace the past as part of a rich, broad and balanced curriculum. We aim to ensure every child can **enjoy and succeed** in history, providing a **creative and engaging** curriculum which highlights the importance of learning from those who have gone before us

Our curriculum is designed to:

- Develop a love of learning about past peoples.
- Develop resilience, persistence, independence and confidence through learning about past civilisations.
- Develop investigate skills that can be transferred to other subjects.

We believe that mastery in history is the acquisition of a deep, long-term, secure and adaptable understanding of the subject. This is demonstrated by how skilfully pupils can apply their learning from history to new situations in unfamiliar contexts.



Curriculum Implementation:

- Our history curriculum covers a broad selection of civilisations from the past.
- Our History curriculum is implemented through the [Cornerstones curriculum](#)
- A long term plan ensures that a broad base of knowledge is built up to boost a pupil's enthusiasm to learn about past peoples.
- Skills and knowledge is progressive with concepts built upon through topics and year groups.
- Vulnerable groups of learners are supported through appropriate support and stretch challenges are used based on assessment for learning; this ensures the needs of all learners are met.
- [Enrichment opportunities](#) are used to help support the learning such as visits to Lincoln Castle, The Collection and experiences such as a Greek Day.

Curriculum Impact:

We encourage our children to enjoy and value the curriculum we deliver. We want learners to discuss, reflect and appreciate the impact history has on their learning, development and well-being.



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The way pupils showcase, share, celebrate and publish their work shows the impact of our curriculum. Assessment for Learning informs teacher assessments.

Progress of our history curriculum is demonstrated through outcomes and teacher assessment information is recorded on the progress tracker available on Cornerstones.

Pupil voice is obtained to inform practice and celebrate achievements.

Our Golden Threads are interwoven through our History Curriculum:

- **Diversity Drivers** – Learn from past examples of often undiversified civilisations to help children to apply the British values of democracy, tolerance, mutual respect, rule of law and liberty. To support pupils in becoming future members of a diverse and tolerant community.
- **Wellbeing Warriors** – Promote mental, physical and emotional well-being through an understanding of past civilisations.
- **Planet Protectors** – understanding how, historically, people have negatively impacted on the environment. To learn from the mistakes of the past to be impactful on the future of our planet.



Our Long Term Plans

North Cockerington

Robins	A	Let's Explore	Marvellous Machines	Long Ago	Ready, steady, grow	Animal safari	On the beach
	B	Childhood		Bright lights, big city		School days	
	C	Let's Explore	Marvellous Machines	Long Ago	Ready, steady, grow	Animal safari	On the beach
Kingfishers	A	Through the Ages Stone Age		Rocks, Relics and Rumbles Significant people – Mary Anning; Pompeii		Emperors and Empires Roman Empire	
	B	Invasion Anglo Saxons and Vikings		Misty Mountain, Winding River		Ancient Civilisations Sumer, Ancient Egypt, Indus Valley	
	C	Movers and Shakers Historically significant people		Coastline		Magnificent Monarchs English and British monarchy from AD871	
Owls	A	Dynamic Dynasties History of Ancient China		Sow, Grow and Farm	Road Trip USA!	Groundbreaking Greeks Ancient Greeks	
	B	Invasion Anglo Saxons and Vikings		Misty Mountain, Winding River		Ancient Civilisations Sumer, Ancient Egypt, Indus Valley	
	C	Maafa Africa past and present		Frozen Kingdom		Britain at War First and Second World War	

EAST WOLD

		Autumn		Spring		Summer	
Reception	A	Me and my community	Once Upon a Time	Starry Night	Dangerous Dinosaurs	Sunshine and Sunflowers	Big Wide World
	B	Let's Explore	Marvellous Machines	Long Ago	Ready Steady Grow	Animal Safari	On the Beach
Year 1/2	A	Childhood Comparing today to 1950s		Bright Lights, Big City		School Days Compare schooling with Victorian times	
	B	Movers and Shakers Historically significant people		Coastline		Magnificent Monarchs English and British monarchy from AD871	
Elm	A	Invasion Anglo Saxons and Vikings		Misty Mountain, Winding River		Ancient Civilisations Sumer, Ancient Egypt, Indus Valley	
	B	Through the Ages Stone Age		Rocks, Relics and Rumbles Significant people – Mary Anning; Pompeii		Emperors and Empires Roman Empire	
Oak	A	Dynamic Dynasties History of Ancient China		Sow, Grow and Farm		Groundbreaking Greeks Ancient Greeks	
	B	Maafa Africa past and present		Frozen Kingdom		Britain at War First and Second World War	
		Autumn		Spring		Summer	