



St Monica's History Curriculum

History - Our intent and vision for History here at St Monica's

At St Monica's Primary School, we are HISTORIANS!



Here in St Monica's, we want our children to love history. We want them to have no limits to what their ambitions are and grow up wanting to be archivists, museum curators, archaeologists or research analysts.

Our aim is that, through the teaching of History in St Monica's, we stimulate all children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, in order to develop a sense of identity and a cultural understanding based on their historical heritage. This enables our children to learn to value their own and other people's cultures in modern multicultural Britain.

We aim to make all children aware of the actions of important people in history and enable children to know about significant events in British history, whilst appreciating how things have changed over time. History will also ensure our children understand how Britain developed as a society, contributing to their understanding of their country of residence. Furthermore, our children will learn about aspects of local, British and Ancient history. This wider awareness leads into the children having some knowledge of historical development in the wider world.

We believe that by promoting a vibrant curriculum that teaches the importance and enjoyment of History through fascinating lessons and opportunities, such as hands-on workshops and trips, our pupils will become enthused learners in History.

In History at our school, we will also give children opportunities to develop their disciplinary knowledge, through skills of inquiry, investigation, analysis, interpretation, evaluation and presentation.

History - How we Teach and Implement History at St Monica's

- At St Monica's, History is taught in every year group, one unit per term from Y1 to Y6.
- A History lesson typically takes an afternoon per week of learning in St Monica's.
- Topics are blocked to allow children to focus on developing their knowledge and skills, studying each topic in depth.
- We have developed a progression of skills with each year group, which enables pupils to build on and develop their skills each year.
- For History in EYFS, please see the next section.
- In KS1, History begins by looking at the children's own personal history and introduces them to the idea of chronology and timelines.
- In KS1, History will look at significant events and people who have shaped society, locally, nationally and globally. We will explore the lives of David Attenborough, Mary Anning, Mae Jemison, Neil Armstrong, Bernard Harris Jnr and Tim Peake.
- In KS2, UK history is taught chronologically to allow children to confidently place each time period. This allows pupils to consistently build on previous knowledge and learning through placing previously taught History topics on a timeline.
- In order to support children in their ability to 'know more and remember more' there are regular opportunities to review the learning taken place in previous topics as well as previous lessons: this is a core part of our CUSP curriculum.
- At the start of each topic, children will review previous learning and will have the opportunity to share what they already know about a current topic.
- Children are given a knowledge organiser at the start of each topic which details some key information, dates and vocabulary. This is not used as part of an assessment, but to support children with their acquisition of knowledge and is used as a reference document throughout the unit.
- Effective CPD and standardisation opportunities are available to staff to ensure high levels of confidence and knowledge are maintained.
- Medium term planning is of the highest standard for all units and covers key historical concepts: Chronological understanding, Historical knowledge, Historical interpretation, Historical enquiry and organisation and communication.
- Children are given opportunities, where possible, to study artefacts and different sources leading to enquiry, investigation, analysis, interpretation, evaluation and presentation.



EYFS - Our Early Years History Curriculum at St Monica's

- The Early Years Foundation Stage Curriculum supports children's understanding of History through the planning and teaching of 'Understanding the World' This aspect is about how children find out about past and present events in their own lives, their families and other people they know.
- Children are encouraged to develop a sense of change over time and are given opportunities to differentiate between past and present by observing routines throughout the day, growing plants, observing the passing of seasons and time and

looking at photographs of their life and of others. Practitioners encourage investigative behaviour and raise questions such as, 'What do you think?', 'Tell me more about?', 'What will happen if..?', 'What else could we try?', 'What could it be used for?' and 'How might it work?'

- Use of language relating to time is used in daily routines and conversations with children for example, 'yesterday', 'old', 'past', 'now' and 'then'.
- Our subject lead works throughout the year to ensure clear links are made between EYFS and KS1 so learning and language is cohesive.

History - How we measure Impact here at St Monica's

The impact of this curriculum design will lead to outstanding progress over time across key stages relative to a child's individual starting point and their progression of skills. Children will therefore be expected to leave St Monica's reaching at least age related expectations for History.

Our History curriculum will also lead pupils to be enthusiastic learners in History, evidenced in a range of ways, including pupil voice and their ability to describe their learning and completed work. We want them to "Know more; remember more".

CUSP assessments at the end of each unit in History help teachers assess a pupil's history knowledge retention and make judgements on a pupil's progress from the start of the year.

Lessons also encourage a pupil to 'connect' learning with prior learning in earlier lessons and year groups.

When writing reports to parents, teachers will look at all of these elements before making a judgement if a pupil has reached age related expectations.



Subject Leader Vision and Development Plan 2025/6

Key Subject Development Points from 2024/25 - to feed into the Key Subject Targets for 2025/26

- To ensure that adaptations with History lessons are being implemented in lessons so all learners are included
- To ensure pupils 'know more and remember more' and can articulate their learning, through talking about their learning and the work they have produced
- To ensure consistency of implementation across the school

Key Subject Targets for 2025/26 - to be monitored throughout the year in the Termly Review	
Key Target and KPI's	Termly Reviews 2025/26
<p>Key Target 1: Implement the CUSP curriculum in St Monica's from Y1 to Y6; with monitoring and auditing to ensure a successful strategy</p> <p>KPI's</p> <ol style="list-style-type: none"> 1. Engage with CUSP CPD offer and join the national CPD clusters 2. Monitor History work alongside the co-history lead to ensure consistency of implementation across KS1 and KS2 - sharing good practice with staff meetings to ensure a consistent implementation 3. Present to Governors and the HT a review of History CUSP at the end of Autumn Term about the strengths and targets of CUSP, and next steps 	<p>Autumn Review Spring Review Summer Review</p>
<p>Key Target 2: INTENT Ensure all CUSP sequencing is in line with the wider curriculum and on top view, ensuring clear direction to all staff on when History is being taught and what unit:</p> <p>KPI's</p> <ol style="list-style-type: none"> 1. Clear History and Geography sequencing on Top View, and in the LTP to ensure coverage 2. Work alongside Geography lead to ensure blocks are correct and in line with number of weeks in each term in 2025/26 3. Work alongside Literacy, which has some units linked to History to ensure these units are compatible with new learning 	<p>Autumn Review Spring Review Summer Review</p>
<p>Key Target 3: To monitor how adaptations are made within History lessons to ensure learning is inclusive and lessons cater for all learners:</p> <p>KPI's</p> <ol style="list-style-type: none"> 1. Assistive learning is taking place within lessons (with the understanding that the availability of assistive tech is developing within the school) 2. Within lessons, adaptive learning is evident - word banks, inclusive tasks through CUSP, scaffolding is being implemented - with workload taken into consideration 	<p>Autumn Review Spring Review Summer Review</p>
<p>Key Target 4: Pupils can articulate their learning and retain key information, especially in comparison to the pre-CUSP curriculum</p> <p>KPI's</p> <ol style="list-style-type: none"> 1. When interviewed pupils from all sub groups (PP/SEND/gender), can articulate learning from learning, and can talk learning through using their workbooks 	<p>Autumn Review Spring Review Summer Review</p>

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| <ol style="list-style-type: none">2. Gather feedback about CUSP and evidence led, cutting edge approach to lessons from pupils3. Compare work and knowledge with the pre-CUSP curriculum) | |
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Termly Review of History: 2025/26 (trips, progress against targets, enrichment activities)
To be updated each term

Autumn

Spring

Summer