Fiskerton CE Primary School

History

Intent, Implementation and Impact Statement

Belonging, learning and flourishing together in God's love.

'Encourage one another and build each other up' (1 Thessalonians 5:11)

History Curriculum Intent

Rooted in God's love and inspired by St Clement's call to live in harmony, our History curriculum reflects our commitment to being an inclusive and caring church school where every individual is known, valued and nurtured. We aim to inspire pupils to develop a curiosity about the past while deepening their understanding of people, events and societies. Through this, we nurture respect, empathy and a sense of identity, enabling pupils to appreciate how the past has shaped the world in which we live today.

In line with our vision of belonging, learning and flourishing together, we support children to grow into confident, reflective and inquisitive learners. Our curriculum encourages pupils to explore the lives of people in the past and to understand how historical events have influenced both Britain and the wider world. Pupils are encouraged to work collaboratively, supporting and encouraging one another in their learning, living out our underpinning Bible verse: "Encourage one another and build each other up" (1 Thessalonians 5:11).

Our progressive curriculum is carefully sequenced to build knowledge and skills over time. It develops pupils' understanding of chronology and enables them to make connections between different periods of history. Through engaging and purposeful learning, pupils explore significant events, ancient civilisations and influential individuals, while developing an understanding of how the past continues to impact the present.

As pupils move through the school, they develop confidence in historical enquiry, asking and answering questions, analysing evidence and forming their own interpretations. They are encouraged to think critically, reflect on different perspectives and develop a deeper understanding of change and continuity over time.

Through high aspiration, encouragement and a sense of curiosity, we empower all pupils to flourish and to be the very best they can be. We equip them with the knowledge, skills and understanding needed to make sense of the past and their place within the world, now and in the future

Implementation

Our History curriculum is delivered through a carefully structured and progressive sequence of lessons, supported by high-quality teaching and learning resources from Twinkl. History units are alternated with Geography throughout the school year, ensuring a balanced and coherent approach to the teaching of humanities while maintaining clear progression and full coverage of the National Curriculum.

Teaching is designed to be inclusive, engaging and supportive, enabling all pupils to feel valued and successful. Our curriculum is progressive, allowing pupils to build on prior learning as they move through the school, developing a secure understanding of chronology, significant events and the lives of people in the past.

A strong emphasis is placed on historical enquiry. Pupils are encouraged to ask questions, investigate sources and explore evidence, enabling them to develop a deeper understanding of how we know about the past. Through this, pupils learn to consider different perspectives and develop their own interpretations.

Vocabulary development is a key focus within History. Pupils are explicitly taught subject-specific language, enabling them to describe, explain and discuss historical concepts with increasing confidence and accuracy. Opportunities for discussion and reflection support pupils in making connections between different periods of time and understanding change and continuity.

Collaborative learning is an important aspect of History lessons. Pupils are encouraged to work together, share ideas and support one another, fostering a respectful and thoughtful learning environment. Teachers provide scaffolding to support learning while gradually encouraging independence, enabling pupils to think critically and engage meaningfully with historical questions.

Assessment is ongoing and formative, informing teaching and ensuring that all pupils make progress. Retrieval practice and revisiting prior learning are used to strengthen understanding and support long-term retention. Through this approach, History remains a key part of the lifelong learning we promote at Fiskerton CE Primary School, helping pupils to understand the past and its impact on the present.

Impact

The impact of our History curriculum is that pupils develop a genuine curiosity and interest in the past. They demonstrate a growing understanding of historical events, people and societies, and recognise how these have shaped the world in which we live today.

Pupils make clear progress in their historical knowledge and skills over time. They are able to describe, explain and sequence events with increasing accuracy, using appropriate historical vocabulary. They develop confidence in using sources and evidence to support their understanding and are able to consider different perspectives.

Children develop confidence in asking questions and thinking critically about the past. They are able to reflect on change and continuity, make connections between different periods of history and understand the complexity of historical events.

Pupils leave Fiskerton CE primary school with a secure foundation in History, including an understanding of chronology, key historical concepts and significant events and individuals. They are well-prepared for the next stage of their education and are able to engage thoughtfully with the past.

Beyond academic outcomes, pupils develop as reflective, respectful and informed individuals. They demonstrate an understanding of how the past influences the present and show empathy and respect for different experiences and perspectives. They recognise their place within a wider historical context and are equipped with the knowledge, skills and values needed to flourish both in school and beyond.