

Broad Oak Intent, Implementation and Impact Statements in History

2025-2026

Intent

Our History curriculum inspires pupils to be curious, creative thinkers with a deep understanding of local, national, and global history. We encourage critical thinking, questioning, and the ability to analyse historical evidence. Through engaging lessons, pupils explore significant events and individuals, develop empathy by understanding diverse societies, and learn from the past. We build chronological knowledge year by year, helping children make connections across time and understand how historians construct accounts. Our curriculum introduces key historical concepts such as power, migration, empire, civilisation, and trade, preparing pupils for future learning and meeting National Curriculum expectations. In EYFS, activities support early understanding of the world and lay strong foundations for Key Stage 1. By the end of Key Stage 2, the children will have revisited the skills and concepts several times and will be able to build on previous learning. The national curriculum aims to include the following strands that run throughout our history curriculum.

- Topic knowledge.
- Chronological awareness.
- Substantive (abstract) concepts.
- Disciplinary concepts.
- Historical enquiry.

The History curriculum has been planned with these strands running through each unit, ensuring balanced coverage of the different areas of History and both substantive and disciplinary knowledge.

Implementation

Our history curriculum is rooted in disciplinary approaches that shape how historical knowledge is taught and understood. These strands—such as chronology, enquiry, interpretation, and communication—are woven throughout all units, enabling pupils to explore history as historians do. Each year group builds on chronological understanding, helping children situate periods in time and make meaningful comparisons across cultures and eras. In EYFS, children begin by reflecting on their own past experiences, recognising that everyone has a personal history. They then explore characters from stories, including historical figures, to understand how individual lives contribute to broader historical narratives. In Key Stage One, our children continue to build on their own understanding of personal history. They then start to compare their own experiences with other children in a topic based on schools in the past. In Key Stage 2, the children look at older civilisations and cultures. Our curriculum is designed to be hands-on, varied, and engaging. Each

lesson integrates disciplinary and substantive concepts, encouraging children to investigate Britain's past and its global connections. Pupils deepen their understanding of historical contexts while strengthening their grasp of chronology and key ideas.

Impact

Our History scheme empowers pupils at Broad Oak to become curious, analytical thinkers with a secure understanding of Britain's past and its global connections. Through engaging, enquiry-based lessons, children develop chronological awareness, explore key historical concepts, and learn to interpret evidence like historians. Evidence of learning is achieved through formative assessments conducted in each lesson and short summative assessments at the end of each unit. The history coordinator will also conduct pupil book studies with the children. By the end of Key Stage 2, pupils are equipped with the knowledge, skills, and confidence to succeed in secondary history and to make informed, reflective connections between the past and present.