

History: Intent, Implementation, Impact



'At Ellington Primary School, history is the study of the past, in particular, changes over time which have occurred within human society.'

Introduction and Aims

Our history scheme of work enables pupils to meet the end of key stage attainment targets in the National curriculum. The aims also align with those in the National curriculum which can be found [here](#).

Intent

At Ellington Primary School, our history curriculum aims to inspire pupils to become curious, reflective and critical thinkers with a secure understanding of Britain's past and the wider world. Through our carefully sequenced curriculum, based on the Kapow Primary scheme and enriched through first-hand experiences, pupils develop the knowledge, vocabulary and enquiry skills needed to understand how the past has shaped the present. We aim to foster a lifelong love of history by encouraging children to ask questions, think critically and appreciate how the past continues to influence the world around them.

Pupils develop a secure chronological understanding of significant local, British and world history. As they progress through school, they revisit and build upon key historical concepts, including invasion, settlement, civilisation, monarchy, democracy, trade, empire and migration, enabling them to make meaningful links across different periods of history. Through this progression, children gain a deep understanding of historical change, continuity, cause and consequence while recognising the significance of key events and individuals.

Children learn to think like historians by asking thoughtful questions, analysing a range of historical sources and considering different interpretations of the past. They are encouraged to justify their ideas using evidence and develop the confidence to communicate their historical understanding using appropriate subject-specific vocabulary. These opportunities support our curriculum driver of **Independent Thinking**, enabling pupils to become reflective learners who challenge ideas, make informed judgements and apply these skills across the wider curriculum.

Our history curriculum also reflects our **Wider World** curriculum driver by helping pupils understand the diversity of societies, cultures and beliefs throughout history. Through studying local, national and global history, children develop empathy, respect and an appreciation of how people's lives and experiences have shaped society over time. They recognise the connections between the past and present and develop an understanding of their own place within an ever-changing world.

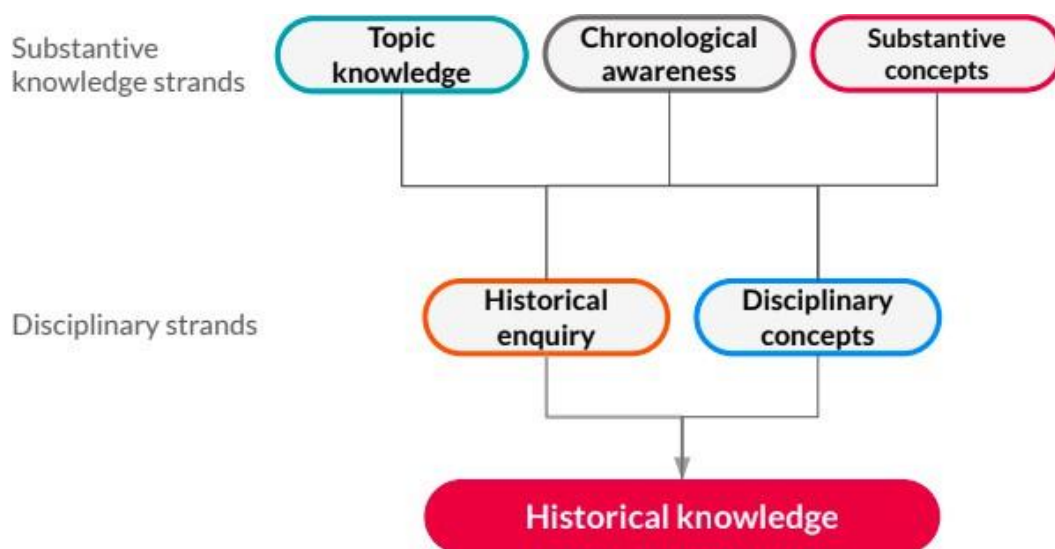
Through our **Aspirations** curriculum driver, pupils are inspired by the achievements, resilience and determination of significant historical figures from a diverse range of backgrounds. We believe it is important that every child sees themselves reflected within the curriculum and understands that individuals have the power to influence change. Celebrations such as Black History Month and International Women's Day further broaden pupils' understanding of influential people who have shaped history and inspire children to achieve their own ambitions.

We believe history is best understood when pupils experience it first-hand. Our curriculum is enriched through educational visits to local museums and historical sites, including Beamish Museum, the Great North Museum: Hancock and Segedunum Roman Fort, alongside workshops and visitors who bring history to life. These experiences deepen pupils' understanding of historical periods, strengthen their cultural capital and help them make meaningful connections between classroom learning and the world around them.

By the end of Key Stage 2, we aim for every child to leave Ellington Primary School with a love of history, a secure chronological understanding of Britain's past and the wider world, and the confidence to question, investigate and learn from the past. They will be equipped with the knowledge, vocabulary and historical enquiry skills needed to become thoughtful, informed citizens who appreciate the diversity of human experience and understand how history continues to shape the future.

Implementation

In order to meet the aims of the National curriculum for History and in response to the Ofsted Research review into History, we have identified the following key strands:



At Ellington Primary School, history is taught through the carefully sequenced Kapow Primary scheme of work, which has been designed to meet the aims of the National Curriculum and reflects the recommendations of the Ofsted Research Review into History. Knowledge is deliberately organised so that pupils build upon prior learning, enabling them to make meaningful connections across historical periods and develop an increasingly secure understanding of chronology, historical concepts and disciplinary thinking.

Our curriculum places equal importance on substantive knowledge (the historical facts, concepts and vocabulary pupils learn) and disciplinary knowledge (how historians investigate and interpret the past). These strands are carefully interwoven throughout every unit, ensuring pupils not only know about history but understand how historical knowledge is constructed and evaluated.

Each six-lesson unit begins with an enquiry question that drives pupils' learning and encourages them to think critically as historians. Throughout each unit, children follow an enquiry cycle of Question, Investigate, Interpret, Evaluate, Conclude and Communicate, enabling them to analyse evidence, consider different viewpoints and justify their conclusions using historical sources.

Chronology is a central feature of our curriculum. In Key Stage 1, pupils develop an awareness of the passing of time and begin to place significant people and events in chronological order. This foundation is built upon throughout Key Stage 2, where pupils continually revisit previous learning to strengthen their understanding of chronology, identify patterns of change and continuity and make comparisons between different historical periods and civilisations. This approach enables children to develop a secure 'mental timeline' that supports long-term retention of historical knowledge.

Throughout the curriculum, pupils develop their understanding of the key disciplinary concepts of:

- * Change and continuity
- * Cause and consequence
- * Similarities and differences
- * Historical significance
- * Historical interpretations
- * Sources of evidence

Teachers use high-quality historical sources, artefacts, images, maps and texts to deepen pupils' understanding and encourage rich discussion. Explicit teaching of subject-specific vocabulary enables children to communicate their historical understanding with increasing accuracy and confidence. Retrieval activities and regular opportunities to revisit previous learning help strengthen pupils' long-term memory and ensure knowledge is retained over time.

History lessons are adapted to ensure all pupils can access the ambitious curriculum. Teachers provide appropriate scaffolds, carefully model historical thinking and use questioning to extend pupils' understanding while maintaining high expectations for every learner.

Our curriculum is further enhanced through a wide range of educational visits, workshops and visitors. Experiences at Beamish Museum, the Great North Museum: Hancock, Segedunum Roman Fort and other historical sites provide authentic contexts for learning, bringing history to life and enabling pupils to deepen their understanding beyond the classroom. We also make effective use of the local library to support learning through access to historical artefacts, texts and resources, further enriching pupils' knowledge and cultural capital. These experiences help the students make meaningful links between their learning and the world around them.

Assessment is ongoing throughout each unit. Teachers use questioning, discussion, retrieval practice, observation and end-of-unit tasks to assess pupils' understanding and inform future teaching. Pupils also complete a formal end-of-unit assessment which provides a summative judgement of their learning against the unit's key knowledge and enquiry question. This ensures that misconceptions are addressed promptly and that pupils continue to build secure historical knowledge and enquiry skills as they progress through the school.

What will I see if I visit a History lesson at Ellington?

Knowledge Check: An opportunity at the beginning of the lesson to revisit prior learning to support recall and retention of key knowledge as well as addressing misconceptions.

Creative, quality-first teaching: Class teachers use medium term plans (adapted from Kapow Primary) to bring history alive for their children. Lessons incorporate various teaching strategies from independent tasks to paired and group work, including practical hands-on, computer-based and collaborative tasks. This variety means that lessons are engaging and appeal to those with a variety of learning styles. Adaptive teaching is key in every lesson to ensure that all pupils can access learning, and opportunities to stretch pupils' learning are maximised.

Clear instruction: Teachers will deliver lessons which have been carefully planned and modelled to provide the best possible teaching and support for the children.

Skillful questioning: Questioning is carefully planned into the curriculum to aid discussion with children about their work. Short-term planning includes 'key questions' which staff can use to support them. Teachers use a mix of strategies to make sure all learners are engaged for example no hands up and cold calling techniques.

Creative, Safe and Supportive Environment: Children and adults work together to make classrooms safe and happy places to be. Mistakes are celebrated and seen as opportunities to learn. Children are reminded of personal safety and risk assessment. We use the Zones of Regulation to support children in making positive choices around their behaviour and refer to class charters and school rules.

Work we are proud of: Children are encouraged to do their very best in all lessons and produce work they take pride in. Work is celebrated and shared.

Lock it in task: Completed in the plenary, this activity is an opportunity to assess key learning from the lesson and is used to support future planning.

Links to our curriculum drivers and school values: Wherever possible, teachers highlight links to curriculum drivers and school values so that children recognise their importance and support their learning. For example, links may be made with careers relevant to that subject or unit of work.

Impact

The impact of our history curriculum is continuously monitored through both formative and summative assessment. Each lesson provides clear guidance to support teachers in assessing pupils against the intended learning objectives through questioning, discussion, and retrieval practice. This ongoing assessment ensures that misconceptions are identified and addressed promptly, and that pupils build secure and increasingly complex historical knowledge over time.

Each unit includes a skill catcher and knowledge assessment quiz as end-of-unit summative assessments. These outcomes inform future teaching, including targeted retrieval activities such as knowledge checks, 'lock it in' tasks, and recap lessons to build **resilience** and strengthen long-term retention. In addition, staff complete end-of-unit assessment grids evaluating pupils' understanding of key substantive knowledge, disciplinary skills, and tiered vocabulary. Through our strong commitment to inclusion, all pupils—including those with SEND—are supported through adaptive teaching strategies and accessible sources, ensuring every child achieves their full potential in History.

As a result of this structured approach, pupils retain and apply their historical knowledge over time, demonstrating clear progression in both substantive and disciplinary understanding. Assessment evidence shows that the majority of pupils meet or exceed age-related expectations, recalling prior learning, making connections across historical periods, and using appropriate historical vocabulary with confidence.

By the time pupils leave Ellington Primary School, they are well prepared for the next stage of their education. Driven by high **aspirations**, they are **independent thinkers** and inquisitive learners who ask thoughtful questions and identify appropriate sources of evidence to support their thinking. Rooted in a deep sense of **pride** for Ellington's heritage, they make meaningful connections between their own community and the **wider world**, forming and justifying balanced historical judgements based on **respect** and **honesty** when evaluating different evidence and interpretations.

Pupil Voice & Engagement

Pupil voice surveys (June 2026) show Ellington Primary School pupils speak with enthusiasm about their learning, reflecting a clear sense of curiosity and happiness:

"I loved interviewing Mr. Nelson about what it was like working in the mine—it made our town's history feel real."

"Going to Beamish made me feel like I was actually living in the 1800s."

"I feel like a real historian when I explore the artefacts in class."

"I liked learning about where I came from and how it has changed."

Enrichment & Celebrating Ellington

Pupils benefit from a rich offer beyond the classroom that directly celebrates our local heritage and connects it to national and global events. Through curriculum enrichment—including residential stays at Beamish Museum, visits to Woodhorn Museum, exploring Roman life at Segedunum, and interviewing former colliery workers—pupils develop a strong sense of place and community identity. By combining local history with studies of ancient civilisations and significant global events like Windrush, our curriculum broadens pupils' horizons and deepens their appreciation of how the past shapes their world today.

Overall, pupils leave Ellington Primary School as knowledgeable, critical, and respectful young historians who:

- **Think and act like historians**, using evidence to evaluate different interpretations of the past with honesty and accuracy.
- **Demonstrate pride in their local heritage**, making meaningful connections between Ellington's industrial and social history and broader national events.
- **Develop a secure understanding of British history** and how it has been shaped by, and has influenced, the **wider world**.
- **Understand significant developments in world history**, including ancient civilisations, empires, and non-European societies.
- **Demonstrate a secure understanding of key substantive concepts** such as power, invasion, settlement, migration, civilisation, religion, trade, achievement, and society.
- **Construct historical arguments** using disciplinary concepts such as cause and consequence, continuity and change, and similarity and difference.
- **Show resilience and teamwork** when conducting enquiry-based learning, asking valid questions and working collaboratively to solve historical puzzles.
- **Meet or exceed end of key stage expectations** outlined in the National Curriculum for History, leaving fully equipped with the skills and aspirations needed for secondary education.