



How we teach *History* at Austrey and Newton Regis CE Primary Schools

Becoming the person God made me to be: living, learning,
loving.

"I praise you because I am fearfully and wonderfully made"

Psalm 139:14

TRUST



JUSTICE



FORGIVENESS



HOPE



DIGNITY



COMMUNITY



Summer 2026

Curriculum Statement

At Austrey and Newton Regis CE Primary Schools we take pride in providing a knowledge-rich curriculum that is inclusive and equitable, celebrates diversity and is relevant to our school; preparing children for the fullness of life in an ever-changing world.

Our Vision

Austrey and Newton Regis Church of England Schools are small schools at the heart of their rural communities. They have a living Christian foundation that follows the teaching and example of Jesus who reached out **in love** and drew in everyone, whatever their status or struggles, beliefs or views.

The biblical and theological ideas that have shaped our vision are as follows:
Created to be like God, we are all individual, different, and precious.

*As a school families, we treat everyone with **dignity**, seeing each person as a vital stroke in the creation of the masterpiece which is our school community. We **love** and welcome everyone, supporting them in the ups and downs of life and giving them **hope** for a bright future in their **lives** and **learning**. We seek justice for all, embracing those who face challenges in their lives and learning. We act responsibly, treating everyone fairly but not necessarily the same. We work to ensure that everyone has what they need and we act and speak up for those who don't. Equity underpins our commitment to enabling everyone to flourish as the person God made them to be. Therefore, living like Jesus, we think and act with generous and **forgiving** hearts in the strategic and day to day life of the school. **Trusting** in God and the teaching of the bible, we are building a culture of **trust** in which everyone can feel safe; confident that their spiritual, emotional, and academic needs will be met and that their **uniqueness** will contribute to the **unity** and **wholeness** of Austrey and Newton Regis Church of England Primary Schools.*

Curriculum design

Our curriculum is ambitious and is based on the national curriculum but we recognise that this is the minimum entitlement for our children. Each subject is taught as a discrete discipline. Whilst developing these, links were considered very carefully to build on knowledge and skills within each subject, across the school and across subjects. We also carefully considered diversity, environmental awareness and health education when designing our curriculum.

For the National Curriculum Document, please click here.

Our learning Behaviours

Resilience

We keep going even when things are challenging. We can remain open, flexible, and willing to adapt to change, staying positive and optimistic. We invite feedback and deal positively with praise, setbacks and criticism.

Independence

We are self-motivated and show a thirst for learning. We take and manage risks, showing responsibility, initiative, creativity and enterprise. We can organise ourselves and work out goals and priorities. We play a full role in the life of the school. We can present a persuasive case for action, proposing practical ways forward.

Reflection

We evaluate the good things about our work, and the areas for improvement, acting on the outcomes. We make changes to improve our learning and communicate our learning in relevant ways to different audiences. We try to influence others, negotiating and balancing diverse views.

Resourcefulness

We think creatively by generating and exploring relevant ideas and making connections. We find links and see relationships, trying different ways to tackle a problem. We ask 'how', 'why' and 'what if?' questions. We take informed and well-reasoned decisions recognising that others have different beliefs and attitudes.

Team Work

We work cooperatively and confidently with others and listen to and take account of their views. We take an active part in our own role, and reach agreed outcomes, adapting our behaviour to suit different situations. We show fairness and consideration towards others. We take responsible action to bring improvement for others as well as ourselves.

What is History?

Our KS1 definition

History is the study of the past. We can learn from **history** so we don't make the same mistakes again. People trained in **history** are called historians.

Our KS2 definition

History is the study of the past. **History** helps make sense of humankind. It also helps people understand the things that happen today and that may happen in the future. People trained in **history** are called historians.

"A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time." (DfE National Curriculum 2014)

The national curriculum for history aims to ensure that all pupils:

- ✓ know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day; how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- ✓ know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- ✓ gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- ✓ understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- ✓ understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- ✓ gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Intent

At Austrey and Newton Regis, our history curriculum inspires in pupils a curiosity and fascination about the Britain's past and that of the wider world. Our teaching equips pupils with knowledge about the history of Britain and how it has influenced and been influenced by the wider world; know and understand about significant aspects of the history of the wider world like ancient civilisations and empires; changes in living memory and beyond living memory; learn about the lives of significant people of the past; understand the methods of historical enquiry, and be able to ask and answer questions.

Implementation

History is taught as a discrete subject discipline. We have long term plans that run on a two-year rolling programme to accommodate our mixed aged classes and to ensure full coverage during each key stage. History is alternated with Geography each half term. Our medium-term plans show clearly how each lesson links to our curriculum statement, Christian vision and values, our learning behaviours and British Values. At the start of each lesson, pupils have the opportunity to read around the subject expanding their knowledge and understanding from high quality texts.

	EYFS	Y1/2	Y3/4	Y5/6
Cycle A				
Autumn	My House, My Road My School, My Family tree.	Explorers and Activists	Stone age to Iron age	Themed Study The Slave Trade
Spring	Where do we live?	1950s Britain	Anglo Saxons and Scots	Maya Civilisation
Summer	Old and New	Local History - Robert Peel	Local History - Staffordshire hoard	Local History - battle of Bosworth
Cycle B				
Autumn	My House, My Road My School, My Family tree.	Schools	Anglo Saxons and Vikings	World war I and II
Spring	Where do we live?	Kings and Queens	Roman Empire's impact on Britain	<u>Shang</u> Dynasty
Summer	Old and New	Great Fire of London	Ancient Egypt	Ancient Greece

Examples of links

- When studying Sir Robert Peel, links are made with his involvement in the abolition of slavery
- Whilst studying the Stone Age, Y3/4 will revisit their knowledge of rocks and fossils that was studied the term before
- Whilst studying The Maya, Y5/6 also study modern central and South America in Geography.
- Y1/2 will also link their Geography knowledge of the capital cities of the UK with their work on the Great Fire of London

Each unit of work has a knowledge organiser which is used throughout the unit of work. Each classroom also has a working wall which includes:

- The subject that the children are studying
- The unit of work that they are studying
- The knowledge organiser
- The key vocabulary for the lesson
- The learning journey questions from the medium term plan

Impact

Assessment in History is purposeful, cumulative and closely matched to the knowledge and disciplinary skills taught within each unit. At the end of each unit, pupils complete a **final assessment activity in the last lesson**, which is carefully designed to reflect the specific historical content and concepts studied (such as chronology, cause and consequence, significance, interpretation and use of evidence).

These assessment tasks are **topic-specific and age-appropriate** (for example, creating a museum exhibit, writing an evidence-based explanation, or responding to an enquiry question). Teachers assess pupils' outcomes against **clear, consistent history criteria**, enabling accurate judgements about whether pupils have met the expected

standard for that unit.

Throughout the unit, teachers use ongoing formative assessment strategies, including questioning, discussion and tasks linked to the medium-term plan, to check understanding and address misconceptions. Assessment criteria and exemplification materials are shared across staff to support consistency and inform future planning, ensuring that any gaps in knowledge or skills are addressed before moving on.

To support long-term retention, we use an 'interrupting the forgetting' approach. This includes regular opportunities to revisit and apply prior learning within and across year groups through retrieval practice, use of knowledge organisers, and carefully selected texts. These texts also support pupils in developing an understanding of diversity and different perspectives in history, deepening both their knowledge and cultural awareness.

As a result, pupils develop a secure and increasingly sophisticated understanding of historical knowledge over time, alongside the ability to think critically, use evidence effectively and engage with the past as young historians.