

# History at Torkington Primary School



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# INTENT

Years 1-6 are following the Pearson Scheme and are currently supplementing using the Oak Academy scheme, which we are looking at moving to in September 2026. The intent of our current combined curriculum offer is to support the creation of confident and knowledgeable young historians who access learning experiences that encourage an enthusiasm for and enjoyment of these subjects.

Our History curriculum aims to build a **coherent, chronological narrative** of British history and the wider world. Its intent is to move beyond rote memorization, instead fostering **critical thinkers** who can weigh evidence and understand how the past shapes the present.

Our History Curriculum is built around the two pillars of substantive knowledge and disciplinary knowledge, teaching children to act as historians through analysing **primary sources**, understanding **cause and consequence**, and recognizing that history is often a matter of interpretation rather than fixed facts.

Purple reflection questions are carried out at the end of each lesson, allowing the children to reflect on their learning supported by lines of questioning influenced by the learning objectives found within the knowledge organiser for each unit.

History is taught whole class – the skills and knowledge the children develop during their History lessons are delivered through a progressive curriculum. These skills are revisited and built upon year on year across a variety of unit areas. Intervention is made at the point of need for each child, based on teacher/TA judgment.

We aim to make our curriculum offer accessible for all by moving from abstract dates to tangible "living history"—using artefacts, role-play, and site visits where possible to make the past feel real.

The Pearson scheme is aided through the use of technology – teachers are developing their ability to deliver their lessons electronically, making use of the school iPads.

Our SEND children have benefited significantly from this change in approach, as the resources are more accessible and their presentation can be altered to make them more suitable to the individual.

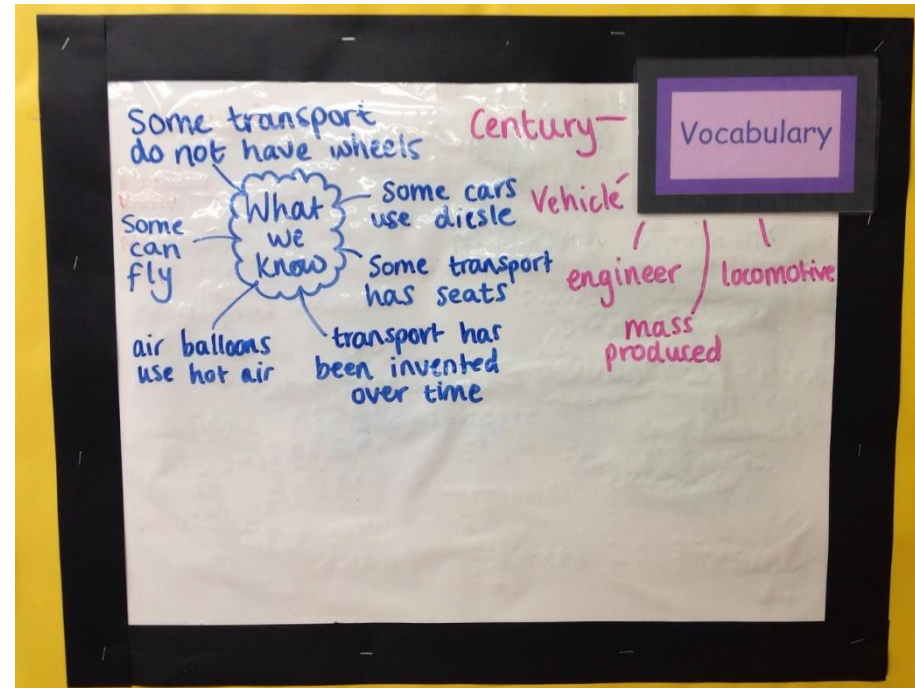
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# IMPLEMENTATION

## Unit 'HOOKS'

- ▶ Each History unit is to begin with a 'hook' activity to engage the children and introduce their upcoming topic.
- ▶ This can be in the form of DEAL, Art or Music activities.
- ▶ These activities are an opportunity for children to become excited about the topic and also review prior learning.



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# IMPLEMENTATION

## Lesson Structure



Our aim is to develop the children's ability to demonstrate subject-specific knowledge and be able to draw upon what they have learned using a four-part approach to learning:

- ▶ **Anchor** - every lesson begins with a video from BBC Bitesize related to the objectives being covered in that session. This is an opportunity for children to review prior learning and teachers to address any misconceptions.
- ▶ **Jumpstart** – quiz questions are used for retrieval practice from prior learning and crucial components are emphasised and repeated. In KS1, while pupil learning is still captured in their workbooks, some learning is done as part of group, or in teacher directed learning.
- ▶ The aim of each lesson is to include meaningful activities that are relevant to the children's learning – To enrich the curriculum offer for the children, staff are encouraged to look outside of the scheme to enhance their lessons through use of physical resources, workshops and videos to support learning.
- ▶ **Reflection Question** – each lesson is to end with an opportunity for children to answer a reflection question using what they have learnt that session.

## Assessment

Years 3 to 6 complete mid-unit assessments at the end of lesson 3 of each unit to check understanding for formative purposes, whereas year groups 1-6 all complete end of unit assessments at the end of lesson 6 to provide a summative record of assessment and can be used to guide future planning.

Learning reviews take place at the end of each lesson to gauge understanding and provide children with the opportunity to link their learning to their knowledge organiser.

We are currently reviewing our approach to assessment in History, particularly in line with the Oak Academy Scheme we are trailing.

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# IMPLEMENTATION



## Whole School Progression

- ▶ In reviewing our History curriculum offer at Torkington going forward we are aiming to create a bespoke spiral curriculum from Years 1-6.
- ▶ This whole school progression allows for the children to build a solid foundation of skills that is then development and enhanced as they move through each key stage. The skills the children learn in each lesson are based around the main elements of the History curriculum.
- ▶ This spiral curriculum will ensure that disciplinary skills are given a good foundation in KS1, before being built upon throughout Lower and Upper KS2. We will also ensure that substantive knowledge is built upon and clear links are made between the children's learning from Year 1 to Year 6.

# History in EYFS



- ▶ While History isn't a standalone subject in Nursery and Reception, foundational concepts are integrated through 'Understanding the World' and 'Communication and Language'.
- ▶ The children learn about personal history through exploring family photos and stories to ground the past in the children's own lived experiences.
- ▶ Conversations with the children are vital in helping them develop their awareness of the past. As the children discuss their weekends or past activities, they are equipped with essential chronological vocabulary like "yesterday" and "last week." This helps them to vocalise the passage of time independently and understand it extends beyond the moment they are in.
- ▶ This learning is recorded in a range of ways through floor books, displays, the children's individual Wow Walls, and observations recorded on Class Dojo.
- ▶ Our goal is for children to recognise and label the past confidently. By grounding history in their personal narratives, we provide the framework for them to access more formal historical studies in KS1.

# IMPACT



- ▶ Enhancing our History Curriculum offer with unit opening 'hook' activities, Oak Academy resources and our four-part lesson approach already begun to have an impact on children's learning and enjoyment of History. This is evident through book looks and pupil voice.
- ▶ At Torkington children are confident historians, able to critically analyse evidence and information to better understand the impact that significant events in History have had on our lives today. Children can think like Historians analysing primary sources, weighing evidence and identifying bias.
- ▶ Our children are inquisitive, critical thinkers who develop a coherent chronological narrative of Britain and the wider world. Children are proud of the work they have produced and are able to talk confidently about what they have learned.
- ▶ History promotes empathy and identity. As children explore diverse civilisations and local heritage they gain a sense of place and appreciation for the achievements and follies of humanity. They understand that in order to make decisions in the present and future we need an understanding of the past.