

History Website Curriculum Pen-portrait

Hello, my name is Hannah Williams, and I've been the History and Geography Lead at St Anne's for the past two years. I'm an experienced Primary teacher and have worked across EYFS, Key Stage 1 and Key Stage 2. I believe that children learn best when they are actively involved and excited about what they're doing, which makes me passionate about real-life, experiential learning. I am working on incorporating artefacts and trips into our curriculum as much as possible. I have been diversifying our curriculum and helping children experience histories they may not have come across or considered in depth before. I firmly believe that History opens doors to understanding the wider world. I am committed to making history meaningful, engaging, and relevant for every child.

I'm also committed to promoting our Catholic values in everything we do, helping children to grow in confidence, independence and resilience. My goal is to nurture a lifelong love of learning, where every child feels valued, supported, and inspired to be the best they can be.

St Anne's Primary School – History Curriculum

Intent – What we are Teaching

History is a subject that fuels curiosity; we use our knowledge to make inferences and build understanding about the past. We are fascinated by the good and bad moments in history and through considering them deeply build empathy with others, considering how our choices today impact more than just ourselves. It builds identity, and our pupils love to see their story as part of a longer, wider community story.

At St Anne's, our History curriculum is ambitious, coherent and knowledge-rich, designed to give every child access to the powerful knowledge that helps them understand the world. We explicitly develop both substantive knowledge (events, concepts, chronology) and disciplinary knowledge (evidence, interpretation, cause and consequence, similarity and difference) through our carefully sequenced curriculum. We want them to build cultural capital, providing all pupils — including those who are disadvantaged or have SEND — with the knowledge and experiences they need to thrive.

Our curriculum's design ensures pupils can recognise patterns, understand change and make meaningful connections across time periods. We want them to revisit and deepen key ideas and make connections across the curriculum. Through this we enable them to become curious, critical thinkers who understand diversity, justice and the long-term impact of human actions.

Implementation – How We Teach

In Reception, Geography is embedded in 'Understanding the world', one of the 7 areas of learning and development in the Early Years Foundation Stage Statutory Framework. The backbone of our History curriculum from Year 1 to Year 6 is based on the Kapow Scheme of learning. We have augmented this with specific units chosen from Keystage History, the Historical Association and the Windrush Foundation to diversify our curriculum making it more relevant to our children and to the world they experience.

Teaching follows a clear progression model from EYFS to Year 6, ensuring pupils develop chronological understanding, secure conceptual knowledge and build increasingly sophisticated substantive and disciplinary knowledge. Each unit is sequenced to activate prior learning and build new knowledge by developing their schemas in manageable steps, supporting cognitive development and retention.

Teachers use high-quality resources, artefacts, timelines, and historically relevant questions to develop pupils' understanding. Retrieval practice, vocabulary instruction and explicit modelling help embed key concepts into long-term memory.

The curriculum strengthens Catholic Social Teaching and British Values by exploring themes such as justice, equality, community and stewardship. Cross-curricular links — including Geography, English, RE and Art — deepen understanding and allow pupils to apply their knowledge in authentic contexts.

Intended Impact – What the Children Learn

By the end of Key Stage 2, pupils have a well-developed, connected understanding of the past. They can think, speak and write like young historians, confidently using historical vocabulary and disciplinary skills to explain:

- why events happened,
- how lives have changed,
- what sources can and cannot tell us,
- how interpretations differ, and
- how the past influences the present.

At St Anne's, our History curriculum equips every child with curiosity, knowledge and critical awareness — preparing them to understand the world and contribute thoughtfully to its future.