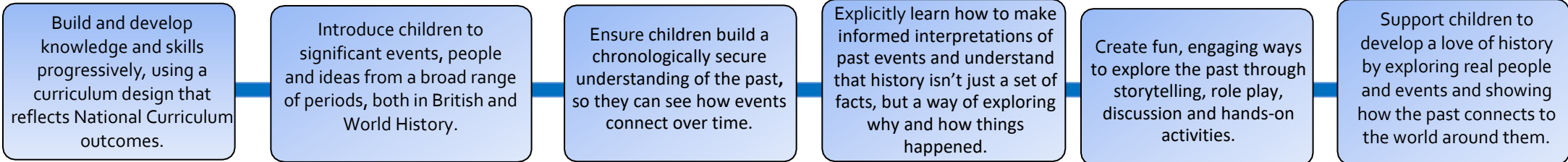


SUBJECT ON A PAGE: History

At Edward Pauling Primary School, we want every child to share our passion for History and develop their sense of curiosity about the past.

Intent - We aim to...



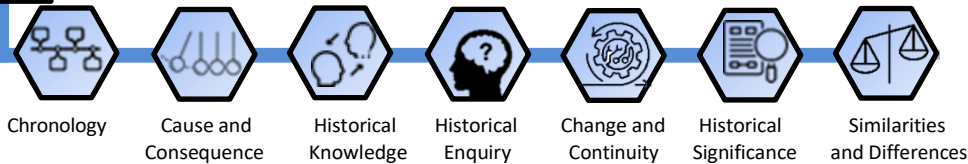
Implementation - How do we achieve our aims?

Our Curriculum

Our History curriculum is designed to enable our children to build **knowledge over time** and **remember** what they have learned. Topics are taught in a clear order and key ideas, vocabulary and skills are **revisited** regularly so children can make links between different periods of history. Important knowledge, such as understanding time and chronology, learning about significant people and events, and recognising different viewpoints, is prioritised. This helps children develop a secure and lasting understanding of history as they move through the school.



Key Concept



Strong Foundations

Within the EYFS, children start to recognise the difference between the past and the present. As part of the **Understanding the World** strand, the **Past and Present** Early Learning Goal requires that children demonstrate an early awareness of time and chronology. Children deepen their understanding by reflecting on their own experiences and those of characters in stories. In both Nursery and Reception, learning is supported through sharing stories and books from earlier times, exploring photographs of themselves to notice how they have changed, and discussing simple examples of important events from the past.

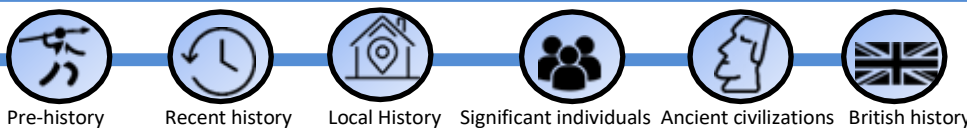


Development of Key Skills

Our children develop key historical skills as they move through school. In EYFS and Key Stage One, they begin to understand the past, ask questions, order events, and use simple historical vocabulary. In Key Stage One and beyond, they build on this by comparing periods, analysing sources, and recognising different viewpoints. Learning is revisited over time to deepen and embed understanding. For example, in Reception they learn about toys from the past, and in Year One they revisit this when exploring how toys have changed, reinforcing their understanding.

A Consistent Approach

History is taught in **half-termly units** that build on prior learning, helping children revisit and strengthen knowledge and skills over time. Key historical skills, such as; using timelines, analysing sources, asking questions, and applying subject-specific vocabulary are practiced across different contexts. Planning is supported by **Kapow**, which provides objectives, lesson sequences, and resources to ensure clear progression while allowing teachers to adapt lessons for their class.





Implementation (continued)



Assessment

At Edward Pauling, the children's knowledge, understanding, and historical skills are assessed **throughout** their learning and supports teachers planning. Teachers assess children by observing their participation in lessons, discussions, enquiry tasks, as well as their ability to recall key facts, use historical vocabulary, analyse sources, and make connections across topics.



British Values

Learning history helps children understand and appreciate **British values** by exploring the people, events, and ideas that have shaped our society. Through History, children not only learn about the past but also develop a deeper understanding of the values that underpin modern British society.



Strong Vocabulary Development

Specific historical vocabulary is an **essential** part of our History curriculum. Historical terminology is used in all History lessons. Key vocabulary is displayed, discussed and referred to in lessons and children have the chance to reflect on new vocabulary during and after a topic.



Reading in History Lessons

Children **read** and **listen** to books that enhance their understanding of History topics taught. Children read non-fiction books and picture books, where appropriate, and have **access** to current topic books which are either in our classrooms, library or provided by our Hounslow Library Service.



Impact - How will we know we achieved our aims?



Children follow lines of enquiry by asking and answering questions and using precise historical terminology correctly.

Children demonstrate a secure understanding of chronology by using appropriate language, identifying periods on a timeline, and explaining their relationships to one another.

Children develop an understanding of the impact of significant historical figures on the modern world through discussion and study of their lives.

Children use a range of sources to infer information about the past, recognising that different perspectives affect the interpretation of evidence.

Children can recognise that history has multiple interpretations and that individual experiences of the past can differ according to various factors.

Children leave Edward Pauling with the necessary vocabulary, and knowledge to prepare them for KS3 and beyond.



Inclusion and Diversity

Our History curriculum reflects a wide range of cultures, perspectives, and experiences. It **challenges stereotypes**, explores the impact of colonialism where appropriate, and helps children relate learning to their own lives. Our children are encouraged to appreciate the **diversity** of societies, the complexity of people's lives, and how **relationships** between different groups have changed over time.



Use of Primary and Secondary Resources

Throughout History lessons and in the EYFS, children explore a variety of sources, including information and picture books, websites, and artefacts. Handling artefacts gives children a **hands-on experience** of the past. In Key Stage Two, pupils develop the skills to **evaluate** both primary and secondary sources and understand that evidence can be **interpreted** differently depending on perspective.



Enrichment Opportunities

At Edward Pauling, our children handle artefacts, take part in interactive workshops and drama activities, and work on projects like timelines or models. In addition, our children have the opportunity to **learn outside the classroom** by going on trips to places of historical significance. Themed days and events are planned to further **immerse** them in the past, for example: Year Three Roman day, helps history to be more real and provides an exciting and memorable event that enhances learning.