

1. History Curriculum Vision

At Storyybrook, we believe history helps pupils understand themselves, their communities and the wider world by exploring how people, events and ideas have shaped society over time.

History teaching is designed to ensure pupils:

- develop curiosity about the past
- ask questions and investigate evidence
- understand chronology
- recognise similarities and differences
- understand cause and consequence
- interpret historical information
- communicate ideas using evidence

Within our specialist SEMH context, history provides opportunities for:

- developing identity and belonging
- understanding perspectives and experiences
- building empathy
- developing communication and discussion skills
- increasing confidence and curiosity
- strengthening critical thinking

Learning is ambitious, adaptive and carefully sequenced so pupils progressively know more, remember more and can do more over time.

2. Intent

At Storyybrook pupils will:

Know

- substantive historical knowledge
- important events, people and periods
- historical vocabulary and concepts

Understand

- chronology and change over time
- cause and consequence
- significance
- similarities and differences
- historical perspectives



Apply

- historical enquiry
- interpretation of evidence
- discussion and explanation
- critical thinking

3. Implementation

History is implemented through:

- Carefully sequenced units
- Learning is organised through thematic units and revisited across phases.
- Historical Enquiry

Pupils progressively develop enquiry skills through:

question → investigate → interpret → compare → explain → justify → evaluate

Retrieval

Pupils revisit:

- prior knowledge
- vocabulary
- concepts
- misconceptions
- historical enquiry skills
- previously taught historical knowledge

Vocabulary

Vocabulary is explicitly taught through:

- Tier 1 language
- Tier 2 language
- Tier 3 historical vocabulary

Reading

Pupils read:

- historical stories
- biographies
- timelines
- historical reports
- primary sources
- secondary sources



- historical interpretations
- diagrams and artefacts

Adaptive Teaching

Learning may include:

- visual supports
- timelines
- images and artefacts
- structured discussion
- oral rehearsal
- vocabulary pre-teaching
- movement opportunities
- chunked learning

4. Impact

Leaders evaluate impact through:

| Monitoring activity | Evidence |
|------------------------|---|
| Learning walks | historical language, enquiry and engagement |
| Book scrutiny | progression of knowledge and recording |
| Pupil voice | understanding, vocabulary and confidence |
| Assessment information | progress and misconceptions |
| Retrieval activities | long-term retention |
| Vocabulary reviews | disciplinary language use |
| Final outcomes | application of historical knowledge |

Within the specialist SEMH context:

improved attendance, engagement and participation are considered important indicators of curriculum impact.

5. How History Progresses at Storybrook

| Phase | Knowledge | Historical Enquiry | Historical Thinking |
|-------|--|---|-----------------------|
| KS1 | understand familiar events, significant people and local history | observe, ask questions and identify differences | identify → compare |
| LKS2 | investigate ancient civilisations and chronology | interpret evidence and explain findings | investigate → explain |



| Phase | Knowledge | Historical Enquiry | Historical Thinking |
|-------|---|--|---------------------------------|
| UKS2 | analyse historical periods, viewpoints and significance | evaluate sources and justify interpretations | analyse → justify → evaluate |

History Knowledge Progression Overview

| Strand | KS1 | LKS2 | UKS2 |
|---------------------------|-----------------------------------|------------------------------------|---|
| Chronology | understand before and after | place events on timelines | understand connections across periods |
| Significant People | identify important individuals | explain influence | evaluate significance |
| Historical Events | recognise important events | understand causes and effects | evaluate impact |
| Similarity and Difference | compare lives and experiences | compare societies | analyse change over time |
| Historical Sources | explore photographs and artefacts | use primary and secondary evidence | evaluate reliability and interpretation |
| Civilisations | recognise past societies | investigate ancient civilisations | understand complexity and influence |

History Progression Principles

History learning at Storybrook is designed so that pupils:

- revisit prior learning through retrieval opportunities
- develop increasingly sophisticated historical vocabulary
- move from identifying and comparing towards analysing and evaluating
- use evidence to justify ideas
- understand historical perspectives
- increasingly think, communicate and work as historians

6. Historical Enquiry Progression

| KS1 | LKS2 | UKS2 |
|-------------------------------------|-------------------------------------|---|
| Ask simple questions about the past | Ask relevant historical questions | Ask increasingly complex historical questions |
| Observe photographs and artefacts | Use evidence from different sources | Evaluate reliability and interpretation |



| KS1 | LKS2 | UKS2 |
|---------------------------------------|---------------------------------|------------------------------------|
| Identify similarities and differences | Explain causes and consequences | Justify historical interpretations |
| Communicate findings | Explain findings using evidence | Evaluate evidence and significance |

Pupils revisit and increasingly apply these enquiry skills across all phases and historical contexts.

7. Historical Disciplinary Progression

| KS1 | LKS2 | UKS2 |
|--|---|---|
| Historians observe, identify and ask questions | Historians investigate, interpret and explain | Historians analyse evidence, justify conclusions and evaluate interpretations |

8. Reading in History

| Phase | Reading focus |
|-------|--|
| KS1 | stories, labels, timelines and photographs |
| LKS2 | biographies, historical reports and artefacts |
| UKS2 | primary sources, secondary sources, interpretations and viewpoints |





9. History Coverage by Unit

| London's Burning (KS1) | Stone Age to Iron Age (LKS2) | Walk Like an Egyptian (LKS2) | Raiders and Traders (LKS2) | Roman Britain (LKS2) | World War Two (UKS2) | The Mayans (UKS2) | The First Christmas / Christmas Miracle / Christmas Hope / Easter Journeys (RE-History Links) |
|---|--|--|---|--|---|--|--|
| Delivery Focus Significant events beyond living memory | Delivery Focus Prehistoric Britain and change over time | Delivery Focus Ancient civilisations and significance | Delivery Focus Anglo-Saxons and Vikings | Delivery Focus Roman invasion and influence | Delivery Focus Conflict, society and change | Delivery Focus Ancient civilisations and interpretation | Delivery Focus Historical understanding of significant religious events |
| National Curriculum Links understand events beyond living memory identify similarities and differences between past and present understand chronology | National Curriculum Links understand changes in Britain from the Stone Age to Iron Age understand chronology recognise continuity and change | National Curriculum Links understand achievements of ancient civilisations compare societies understand chronology | National Curriculum Links understand Britain's settlement by Anglo-Saxons and Vikings understand invasion and migration recognise continuity and change | National Curriculum Links understand Roman Empire and its impact on Britain understand cause and consequence understand significance | National Curriculum Links understand significant events in British and world history understand cause and consequence understand impact over time | National Curriculum Links understand a non-European civilisation compare societies understand achievements and influence | National Curriculum Links understand events beyond living memory recognise historical significance understand chronology |
| Historical Enquiry Focus ask questions about the past identify similarities and differences use photographs and artefacts | Historical Enquiry Focus interpret evidence compare periods explain change over time | Historical Enquiry Focus investigate evidence compare civilisations explain significance | Historical Enquiry Focus investigate historical evidence compare perspectives explain causes and consequences | Historical Enquiry Focus investigate evidence interpret viewpoints explain impact | Historical Enquiry Focus analyse evidence interpret viewpoints evaluate reliability | Historical Enquiry Focus analyse evidence compare interpretations justify conclusions | Historical Enquiry Focus ask questions compare accounts interpret stories and sources |
| Reading Focus stories | Reading Focus historical reports diagrams | Reading Focus historical reports biographies | Reading Focus historical accounts timelines | Reading Focus biographies reports | Reading Focus primary sources diaries | Reading Focus historical accounts artefacts | Reading Focus stories religious accounts |





| | | | | | | | |
|---|--|--|--|--|--|---|--|
| simple historical accounts photographs and timelines | artefacts biographies | artefacts information texts | artefacts biographies | artefacts historical accounts | biographies historical reports | reports interpretations | timelines |
| Vocabulary past present timeline fire London | Vocabulary hunter-gatherer settlement bronze iron civilisation | Vocabulary civilisation pharaoh hierarchy mummification archaeology | Vocabulary invasion settlement migration kingdom legacy | Vocabulary empire invasion conquest settlement legacy | Vocabulary evacuation conflict rationing allies propaganda | Vocabulary civilisation hierarchy archaeology legacy interpretation | Vocabulary chronology tradition celebration significance |
| Assessment Opportunities sequence events identify differences between past and present explain key events | Assessment Opportunities explain changes across periods interpret evidence justify ideas | Assessment Opportunities explain significance compare societies justify interpretations | Assessment Opportunities explain causes and consequences interpret sources justify conclusions | Assessment Opportunities explain Roman influence interpret evidence justify viewpoints | Assessment Opportunities explain causes and consequences evaluate evidence justify conclusions | Assessment Opportunities explain significance compare societies justify interpretations | Assessment Opportunities sequence events explain significance compare accounts |
| Adaptive Teaching visual timelines storytelling practical activities oral rehearsal | Adaptive Teaching artefact handling visual timelines structured discussion vocabulary support | Adaptive Teaching visual resources artefact investigation vocabulary pre-teaching structured discussion | Adaptive Teaching visual timelines role play vocabulary support structured questioning | Adaptive Teaching visual prompts timelines structured discussion vocabulary support | Adaptive Teaching visual timelines role play chunked learning vocabulary support | Adaptive Teaching visual resources artefact investigation structured discussion vocabulary support | Adaptive Teaching storytelling visual prompts structured discussion |

| National Curriculum Strand | KS1 Cycle 1 | KS1 Cycle 2 | LKS2 Cycle 1 | LKS2 Cycle 2 | UKS2 Cycle 1 | UKS2 Cycle 2 |
|----------------------------|------------------|-----------------------|-----------------------|---------------------|----------------|--------------|
| Chronology | London's Burning | Believe it or Not | Stone Age to Iron Age | Raiders and Traders | Ancient Greece | World War 2 |
| Significant Events | London's Burning | The Christmas Miracle | Stone Age to Iron Age | Roman Britain | Ancient Greece | World War 2 |
| Civilisations | | Dreaming of Dragons | Walk Like an Egyptian | Roman Britain | Ancient Greece | The Mayans |





| National Curriculum Strand | KS1 Cycle 1 | KS1 Cycle 2 | LKS2 Cycle 1 | LKS2 Cycle 2 | UKS2 Cycle 1 | UKS2 Cycle 2 |
|----------------------------|-----------------------|----------------------|-----------------------|---------------------|-------------------------|--------------|
| Historical Interpretation | London's Burning | Believe it or Not | Stone Age to Iron Age | Raiders and Traders | Ancient Greece | World War 2 |
| Historical Enquiry | Round About Winkfield | Discover New Zealand | Walk Like an Egyptian | Roman Britain | The Great British Isles | The Mayans |

10. Assessment in History

| Formative assessment | Summative assessment |
|---|--|
| retrieval quizzes | end-of-unit outcomes |
| questioning | teacher assessment and professional judgement |
| vocabulary checks | TrackAble outcomes |
| observations of discussion and historical enquiry | pupil application tasks |
| source interpretation activities | historical enquiry outcomes |
| chronology activities and sequencing tasks | extended historical responses |
| pupil discussion and debate | application of historical knowledge and concepts |

Assessment Principles in History

History assessment at Storybrook is designed to ensure pupils progressively develop:

- substantive historical knowledge
- historical vocabulary
- chronology and understanding of change over time
- historical enquiry and interpretation skills
- the ability to analyse and justify ideas using evidence





Assessment opportunities may include:

- discussion and oral explanation
- retrieval activities
- sequencing and timeline tasks
- interpretation of artefacts and sources
- written outcomes
- presentations
- role play and collaborative enquiry activities

Assessment supports pupils in moving progressively from:

KS1: identify → compare



LKS2: investigate → explain



UKS2: analyse → justify → evaluate

Within the specialist SEMH context, assessment approaches are adaptive, supportive and designed to allow pupils to demonstrate understanding through practical, verbal and interpretative outcomes.

11. History Assurance Statement

The Storyybrook History Curriculum provides full National Curriculum coverage whilst ensuring learning remains ambitious, adaptive and meaningful within a specialist SEMH context. Pupils progressively develop substantive historical knowledge, disciplinary understanding and historical enquiry skills through increasingly sophisticated interpretation, analysis and evaluation of evidence. This prepares pupils to understand the complexities of the world around them, engage thoughtfully with different perspectives and become informed, reflective citizens.

