



PREPARED BY
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History Curriculum *Statement*

Intent

At St William of York, we want our children to develop a love of history and a curiosity about the past. Our history curriculum is designed to provide children with a chronologically secure knowledge of British, local and world history, while developing their skills as young historians. We want children to be able to ask perceptive questions, think critically, consider evidence, and develop a personal viewpoint.

We aim for our children to understand how the past has shaped them and the diverse community in which they live. Through studying significant events, people and civilisations from the Stone Age to the present day, children develop an appreciation of the complexity of people's lives, the process of change, and the diversity of societies. Our curriculum enables children to make connections across time periods and geographical locations, understanding how Britain has influenced and been influenced by the wider world.

Implementation

We use the Primary Knowledge Curriculum as our scheme of work, which provides a carefully sequenced and knowledge-rich approach to history teaching from Year 1 to Year 6. Our curriculum map shows a clear progression of historical periods studied, from personal and family history in Year 1, through ancient civilisations (Egypt, Greece, Benin), British history (Romans, Anglo-Saxons, Vikings, Victorians), to more recent modern history including World War Two in Year 6.

Each new history topic begins with a knowledge organiser. These organisers outline the key vocabulary, important dates, significant people and essential knowledge that children need to learn. Teachers explicitly teach tier 2 and tier 3 vocabulary, ensuring children can use historical terminology accurately and confidently.

Our teaching is based on enquiry-led learning, where children investigate historical questions and develop their understanding through examining sources, artefacts and evidence. Lessons build on prior knowledge and make explicit links between different periods of history, helping children develop a secure chronological framework. We integrate history across the curriculum, with English texts carefully chosen to complement historical topics, enabling children to explore themes and events through quality literature.

Enrichment is a key feature of our history provision. We provide termly trips linked to areas of study, including visits to St Paul's Cathedral to explore the Great Fire of London, local heritage sites such as Crystal Palace Park to study our local area's history, and museums to experience historical artefacts first-hand. These experiences bring history to life and create memorable learning opportunities that deepen children's understanding and enthusiasm.

Inclusion

We are committed to ensuring that all children can access and succeed in history. Quality First Teaching is at the heart of our inclusive practice, with teachers using a range of teaching strategies, questioning techniques, and learning resources to meet the needs of all learners.

For children who need additional support, we provide specific adaptations to meet the child where they are. This includes pre-teaching key vocabulary, providing visual timelines, and using concrete resources and artefacts. We ensure that practical activities, drama and role-play are used to engage different learners and make historical events more accessible.

For children working at greater depth, we provide opportunities to explore historical sources in more detail, making connections between time periods, and undertake independent historical enquiry.

Our carefully chosen enrichment visits are planned to be accessible for all pupils, including those with SEND, ensuring that every child can participate fully in bringing history to life.

Impact

The impact of our history curriculum can be seen in our pupils' growing knowledge, skills and enthusiasm for the subject. Through teacher assessment logged termly in Insight, we track children's progress.

Children demonstrate secure chronological understanding, use increasingly sophisticated historical vocabulary and can explain cause and consequence, similarity and difference, and significance.

Regular Senior Leadership Team book reviews and subject leader monitoring show that children's work demonstrates progression in historical enquiry skills.

Pupil voice reveals that children enjoy history lessons and can articulate what they have learned with enthusiasm and confidence. They speak knowledgeably about the topics they have studied and make connections to their own lives and the wider world. The enrichment visits we provide create lasting memories and deepen children's engagement with the past.

The History curriculum at St William of York ensures that children leave with a strong foundation of historical knowledge and thinking skills. Children are well-prepared for their secondary education and are equipped with an understanding of how the past has shaped the present and can inform the future.