

# HISTORY

Summary Document 2025-2026

*We live and work in harmony  
with love for one another  
so we can achieve our potential  
within a community of life-long learners.*

The whole experience of History is in line with our vision (above). In particular, this is evident in: **1. History is taught as part of a topic-based curriculum where staff work hard to plan and organise tasks which are in harmony with their topic themes; 2. Where possible, members of the wider school and local community are involved in sharing their relevant expertise with the children; and 3. Staff engage in a variety of personal research and training in order to present their topics in as interesting a way as possible, demonstrating their commitment to life-long learning.**

## The History Big Ideas are:

Chronology	Civilisations and Empires	Compare and Connect	Artefacts and Sources	Influence of People
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## Threads and Neurons in the History Curriculum

Descriptor	Evidence
An ambitious curriculum that gives <b>all</b> learners the knowledge and cultural capital they need	<p>Teaching begins in reception with History at a personal level and then in KSI at a local level, moving on to national and then international topics, expanding the children's knowledge in an age-appropriate way as they move through the school. This learning is supported wherever possible with artefacts, visitors/experience days and educational visits to contextualise the learning. The curriculum is topic-based, many of these having History firmly at their core, and teachers have worked hard to design learning in all subjects to flow from and around these central elements. Wherever possible, artefacts are used and activities are practically based to maximise accessibility for all.</p> <p>We are ambitious that all learners develop their subject knowledge and historical enquiry skills. We have high ambitions for all pupils to acquire a broad range of subject knowledge, understand historical concepts and historical enquiry skills. We want to inspire children to develop an understanding of how knowledge from the past is constructed from a range of primary and secondary sources.</p>
Coherently sequenced planning	<p>History planning has been organised to follow the Threads and Neurons of the curriculum. This means that the six termly threads of: Identity, Our Story so Far, Our Environment – Local and Global, Community – Empathy, Growth and Changes; and Curiosity have been used as a structure on which to hang and thematically organise the History curriculum throughout the school. The neurons are the means by which learning is planned so as to be progressive across the year groups.</p> <p>The threads and neurons document helps to ensure progression across year groups. This allows staff to ensure there is broad coverage and teachers can make links with prior learning. Enquiry questions aim to develop questioning and analytical skills, allowing children to develop confidence to devise historically valid questions and sort relevant historical information.</p>

Skills to support employment	The skills we aim to develop and utilise in History include reasoning and analytical skills, incorporating the capacity for solving problems and thinking creatively. These are clearly of wide application in any future employment. Historians must be able to examine the information in historical sources and draw logical conclusions from them, whether the sources are written documents, visual images, or material artefacts. Communicating your ideas, whether in writing or in oral argument, are also highly relevant. These skills are all transferable whatever career routes our children take in their future lives.
Holding the same high ambitions for all pupils, with the curriculum tailored to support those of high need	The curriculum is topic-based, many of these having History firmly at their core, and teachers have worked hard to design learning in all subjects to flow from and around these central elements. Wherever possible, artefacts are used and activities are practically based to maximise accessibility for all and to bring the subject matter to life. Encouraging the children to, for example, develop the skills of problem-solving, debating, the ability to sort information and determine relevance, and to see links between how people act and the consequences of those actions are just a few ways that the curriculum endows children with abilities which will endure for their future lives.  Teachers are also expected to differentiate lessons to provide support for children with additional needs, for example, modifying information and recording expectations.
Explore the full curriculum, including cross-curricular links	In the creation of the curriculum, teachers have worked hard to organise and plan the learning so that it includes as many cross-curricular links as possible. Here are some of the examples: EYFS- Exploring machines over time through the Magnificent Machines topic and exploring the past through a variety of different texts, such as Emma Janes Aeroplane. Y3 re-enact the Battle of Hastings with swords and shields they have created. They then go on to write a recount of the battle. Y4 study the Romans. While learning about effective joining in DT, they create shields and then study their use in Roman battle formations. In Art they construct mosaics. The year 6 study of the Maya civilisation includes a visit from an archaeologist.

### Delivering the History Curriculum


Descriptor	Evidence
High level of teachers' subject knowledge and quality CPD	The subject Leader has conducted a survey by speaking to Class Teachers to establish their views on their subject knowledge and to see where support may be required. A progression in skills across year groups has also been discussed. CPD is also further supported through network meetings, Historical Association membership and Key Stage History membership.
Effective delivery by teaching staff	Pupil voice and book scrutiny are undertaken annually. Learning walks are also undertaken. Feedback is given to staff via CPD where observations are shared and ideas for support given and discussed. Subject leader reports are also shared with staff.
Effective assessment and rapid feedback for pupils that also informs planning	Book scrutiny has revealed that teachers are following the marking policy and using clear, and where possible differentiated, learning objectives which are rag rated thus providing feedback for children. Misconceptions are identified by and clarified with teacher comment and/or, where appropriate, with further input.

Teaching of the subject is designed to enable pupils to remember learning in the long term and integrate new concepts	Teaching through the Threads and Neurons approach has helped teachers to plan for progression. Skills progression has also assisted as have the KSO document (Knowledge, Skills and Objectives). Enquiry questions scaffold each topic.
Assessment is informative, useful and smart	Where appropriate, especially where topics are new, teachers in upper KSII have introduced feedback sessions, affording children the opportunity to peer review and learn from successful examples. Again, where appropriate, planning has been adjusted for future sessions where misconceptions may have arisen. End of unit assessments take place at the end of each unit studied.
The environment and other resources support learning effectively	History timelines displayed in classrooms support chronological understanding. Topics are supported with relevant texts and displays. Throughout topics the use of key vocabulary is displayed in classrooms. The local environment is used as a resource wherever possible to support effective learning. For example: Recreating the Great Fire – Year 2 Great Fire topic; Heddingham Castle – Year 3 Castle topic; Wandlebury Iron Age site – Year 3 Stone to Iron Age topic; and Verulamium Museum – Year 4. These practical activities create secure learning experiences for the children and help them form life-long memories, contextualising the learning.
Reading is integrated within this subject	Displays are supported with relevant texts which are well-used by pupils. History based texts are used as part of guided reading (Year 3 – History of care for teeth) and as a basis for comprehension activities (Year 5 – Greek myths). In upper KSII, texts are used and evaluated as sources for Historical ideas and thinking. There is an emphasis on reading and key vocabulary. Year 6 focus texts include War Horse, War Game and Windrush Child.

### Pupils achieve their potential in History

Descriptor	Evidence
Learners develop detailed knowledge and skills, which is evident in their attainment and progress	The subject leader has worked hard with Class Teachers to identify the “neurons” of History across the school and to support skill progression as children move through the Year groups. This should manifest in children not only widening their historical knowledge but also broadening their understanding of how their learning fits together to form a more coherent whole.
Learners are ready for the next stage of their education	The History curriculum is designed to support children’s historical understanding in an age-appropriate way, moving from the personal to the local, and from the local to the national and international. In KSII, British History is taught in chronological order to support learning and understanding, and prepares the children for the curriculum in KSIII, where teaching carries on from the time reached at the end of Year 6.
Learners apply good reading skills in this subject	As children move through the school, reading and the evaluation of the written word plays an increasingly important part in their historical learning. For example, in Year 4 a text based on life in ancient Rome was very much enjoyed by the children and they were able to incorporate elements of the story telling in their own writing.

### Specific Links to our Specialisms, Awards and Accreditations

Specialism, Award or Accreditation	Links with this Subject
 <p><b>THE CHURCH OF ENGLAND</b> EDUCATION OFFICE</p> <p>RE graded ‘<b>Excellent</b>’ by SIAMS, Church School Status</p>	Whole school focus on Remembrance. History of Great and Little Shelford School and the close links to the churches of Great and Little Shelford throughout history. Looking at faith through taught topics.



International School Award for outstanding development of the international dimension of the curriculum

Partner School in Morocco – part of the Roman Empire.



Primary Science Quality Mark Award

Scientific advancements, for example discovery of Iron and Bronze during the Stone Age to Iron Age. The study of Darwin and the evolution of space travel.



School Games Silver Award



Commitment to professional development, research, mentoring and coaching.

Subject leader briefings and membership of the Historical Association.



Commitment to prioritising music throughout and beyond the curriculum.

Educational visits and music from the past, such as through topic work.