



History – Intent, Implementation and Impact

Intent

At Goathland Primary School, our history curriculum aims to inspire pupils' curiosity to know more about the past and to develop a secure understanding of Britain's history and that of the wider world. We want children to ask perceptive questions, think critically, weigh evidence, and develop perspective and judgement. Our intent is to ensure pupils:

- Develop a chronological understanding of local, British and world history.
- Understand how people's lives have shaped our nation and how Britain has influenced and been influenced by the wider world.
- Appreciate historical diversity, recognising similarities and differences between societies, and exploring how beliefs, cultures and innovations have evolved.
- Use historical enquiry to develop skills of analysis, interpretation, and communication through evidence-based reasoning.
- Make meaningful links between historical events and the modern world, fostering respect, empathy, and a sense of identity.

Our curriculum reflects our local context by studying the **history of our village and the impact of mining on North Yorkshire**, helping pupils connect the past to their own community.

Implementation

History is taught through a **two-year (KS1)** and **four-year (KS2)** rolling programme, ensuring clear progression in knowledge and skills. Learning is sequenced chronologically within key stages to help pupils build a coherent understanding of history over time.

- **Key Stage 1** focuses on developing an awareness of the past through topics such as:
 - *Changes in Living Memory* (e.g. Toys and Remembrance)
 - *Significant Individuals* (e.g. Florence Nightingale and Mary Seacole)
 - *Events Beyond Living Memory* (e.g. The Great Fire of London)
 - *Local History* (e.g. The History of Our Village)
- **Key Stage 2** broadens understanding through the study of ancient, British, and world history:
 - *Cycle A*: Stone Age to Iron Age; Ancient Greece
 - *Cycle B*: Early Civilisations – Egypt; Roman Britain
 - *Cycle C*: Anglo-Saxons, Vikings, Early Islamic Civilisation
 - *Cycle D*: World War II; Monarchy and Democracy since 1066; Local Industrial History

Across all key stages, pupils develop historical skills through:

- **Chronology** – sequencing events and placing them within broader timelines.
- **Historical Enquiry** – asking and answering questions using a variety of sources (artefacts, photographs, documents, digital archives).
- **Interpretation of History** – recognising that evidence can be selective and that interpretations may differ.
- **Organisation and Communication** – presenting findings through discussion, drama, writing, and digital media.

Teachers use the **Progression in History Skills and Knowledge** document to ensure continuity and depth. Lessons are enriched with visits, handling artefacts, and use of local historical sites, promoting experiential learning. Opportunities for cross-curricular links—particularly with geography, literacy, and art—enhance pupils' understanding and engagement.

Assessment

Assessment in history at Goathland Primary School is continuous, purposeful, and designed to inform teaching and learning. Teachers use a combination of formative and summative assessment to track pupil progress and ensure coverage and depth of understanding across historical skills and knowledge.

- **Formative assessment** takes place during lessons through questioning, discussion, retrieval tasks, and review of written work. Teachers identify misconceptions and adapt planning to address gaps in knowledge or understanding.
- **Summative assessment** is carried out at key points throughout each unit, allowing teachers to make judgements about pupils' progress towards the expected outcomes for their year group.
- The school uses the **Balance Assessment Tool** to record and monitor pupils' attainment and progress in history.
 - This system allows teachers to assess both **substantive knowledge** (factual understanding of events, people and periods) and **disciplinary knowledge** (how historical understanding is developed through enquiry, interpretation, and evaluation).
 - It provides a consistent and transparent approach to tracking progression across the school, supporting subject leadership in identifying trends, strengths and areas for development.
 - Balance assessment outcomes are reviewed termly to inform curriculum planning, interventions, and to support accurate reporting to parents and governors.

This approach ensures that assessment is not a one-off event but a continual process that helps pupils and teachers understand what has been learned and what needs to be developed further

Impact

By the end of each key stage, pupils will:

- Have a secure chronological understanding of key periods and events in British and world history.
- Be able to discuss and compare different historical interpretations with increasing confidence and accuracy.
- Demonstrate developed enquiry skills—using evidence to form reasoned conclusions about the past.
- Use accurate historical vocabulary to describe change, cause, similarity, and difference.
- Understand how the past has shaped modern society, culture, and their local community.
- Show enthusiasm and curiosity for history, reflected in both their discussions and written work.

Progress is measured through a combination of **Balance assessment outcomes**, **teacher observations**, and **pupil voice**. The development of disciplinary knowledge—how historians work and think—is valued equally alongside factual knowledge. By the time pupils leave Goathland Primary School, they will have the historical knowledge, critical thinking skills, and curiosity to continue exploring the past in their future education.