



History

Intent, Implementation and Impact Statement

Intent

At Weare Academy, our History curriculum inspires pupils to develop a love of learning about the past and an understanding of how history has shaped the world in which we live today. Our curriculum is rooted in our school vision, enabling all children, regardless of background, ability or additional needs, to flourish and become the very best version of themselves. Through the teaching of History, we aim to develop learners who are:

- **Aspirational**, encouraging pupils to produce work of high quality, think critically about the past and understand how historical events continue to shape society today.
- **Respectful**, developing an appreciation of different cultures, beliefs and perspectives by exploring a wide range of historical experiences and interpretations.
- **Curious**, inspiring pupils to ask historical questions, investigate evidence and develop a lifelong interest in understanding the past through inquiry.
- **Resilient**, encouraging pupils to analyse evidence, challenge assumptions and make informed judgements while understanding that historical interpretations can differ.
- **Kind**, fostering empathy through the study of diverse individuals, communities and historical experiences, helping pupils appreciate the complexities of people's lives throughout history.
- **Responsible**, enabling pupils to learn from the successes and mistakes of the past, developing an understanding of their role as informed and responsible citizens.

Implementation

To achieve our intent, we implement a rich and varied History curriculum that adheres to the National Curriculum and reflects the values of our school community. Our inquiry-based approach includes:

- **Curriculum Design:** Our History curriculum is carefully sequenced and aligned with the National Curriculum. Learning follows a chronological framework, enabling pupils to develop a secure understanding of British history while making meaningful connections with significant world events. A spiral curriculum ensures pupils revisit and deepen their historical knowledge, skills and vocabulary with increasing complexity as they move through the school. High-quality curriculum resources support teachers in delivering engaging, accurate and progressive History lessons.
- **Integration Across the Curriculum:** History is purposefully linked with subjects including Geography, English, Art and Design and Religious Education, enabling pupils to make meaningful connections across the curriculum. These cross-curricular links provide context and deepen pupils' understanding of historical events, people and civilisations.

- **Progressive Skill Development:** Clear progression pathways enable pupils to develop increasingly sophisticated historical knowledge and inquiry skills from Early Years through to Key Stage 2. Through questioning, storytelling, role play, the analysis of primary and secondary sources and historical debate, pupils develop an understanding of chronology, cause and consequence, continuity and change, similarity and difference, and historical significance. Oracy is embedded throughout lessons, enabling pupils to discuss evidence, justify opinions and confidently use subject-specific historical vocabulary.
- **Assessment for Learning:** Assessment is an integral part of our History curriculum and is used to inform teaching and support pupils' progress. We use SOLO Taxonomy to help pupils understand their learning journey, assess the depth of their understanding and identify clear next steps. Through SOLO questioning, self-assessment and teacher feedback, pupils reflect on historical evidence, refine their interpretations and develop increasingly sophisticated historical knowledge, inquiry skills and subject vocabulary over time.
- **Hands-On Learning:** Pupils engage in meaningful first-hand experiences through visits to museums, historical sites and places of local significance. Enrichment opportunities, including Black History Month, Remembrance events and learning linked to significant historical anniversaries such as the Gunpowder Plot, provide authentic contexts that deepen pupils' understanding of the past and its relevance today.
- **CPD for Staff:** We invest in continuous professional development to strengthen teachers' subject knowledge and pedagogy in History. Subject monitoring, lesson observations and collaborative professional discussions ensure History teaching remains ambitious, engaging and consistently high quality across the school.

Impact

The impact of our History curriculum is evident in the knowledge, skills and attitudes pupils develop throughout their time at Weare Academy.

- **Historical Knowledge and Understanding:** Pupils develop a secure chronological understanding of British and world history and confidently explain key historical concepts using appropriate subject-specific vocabulary.
- **Historical Inquiry:** Pupils ask thoughtful historical questions, analyse a range of evidence and make reasoned judgements while recognising that different interpretations of the past may exist.
- **Pupil Voice:** Pupils speak enthusiastically about History and confidently explain how past events have influenced the present. They use historical vocabulary accurately and justify their ideas using evidence.
- **Critical Thinking and Empathy:** Pupils demonstrate empathy by exploring the experiences of people from different periods and cultures while developing the critical thinking skills needed to evaluate historical sources and interpretations.
- **Application of Learning:** Pupils make meaningful connections between different historical periods and apply their knowledge across the wider curriculum, recognising the relevance of History in understanding the modern world.
- **Preparation for Future Learning:** Pupils leave Weare Academy with the knowledge, curiosity and inquiry skills needed to continue their historical learning and become thoughtful, informed and responsible citizens.

In summary, our History curriculum equips pupils with the knowledge, inquiry skills and critical thinking needed to understand the past and its influence on the present. Through the study of significant people, events and civilisations, pupils become reflective, informed and curious learners who are well prepared for the next stage of their education and for life in an increasingly diverse and interconnected world.