



GROVE PRIMARY SCHOOL

History



Intent, Implementation and Impact Statement

Intent

At Grove Primary School, we aim for a History curriculum which inspires in pupils a curiosity and fascination to learn more about the past and to think and act as historians. By linking learning to a range of topics, our pupils have opportunities to investigate and interpret the past, understand chronology, build an overview of Britain's past as well as that of the wider world including ancient civilisations and empires. At Grove Primary, we intend to develop our pupils' learning experiences by ensuring they have a good understanding and knowledge of people and events, including important events in Britain's past. The ability to think logically, support and challenge their own and others' viewpoints using a range of historical evidence is fundamental in developing our pupils as historians. We will ensure that our pupils have a respect for historical evidence and the ability to use it constructively as well as critically to support their learning. Opportunities are provided for high quality research across a range of history topics. At Grove Primary, we want our learners to know more about the past and how and why people interpret the past in different ways.

At our school, we aim to bring history to life by giving children the language and confidence to talk about the past. Through discussion, questioning, and storytelling, pupils learn to express their ideas clearly, listen to different viewpoints, and build thoughtful arguments about historical events and people. Oracy is woven throughout our history lessons to help children develop curiosity, empathy, and understanding of how and why things have changed over time. By speaking and listening like historians, our pupils deepen their knowledge, strengthen their vocabulary, and learn to communicate their ideas about the past with accuracy and confidence.

Implementation

The strands of our History Curriculum, chronological understanding, historical understanding, historical enquiry, interpretations of history, organisation and communication are mapped out to ensure progression and to build upon pupils' prior knowledge. History is taught as part of a termly topic, focusing on knowledge and skills outlined in the National Curriculum. We incorporate strong cross curricular links especially with our English curriculum, which supports purposeful learning and use of historical vocabulary, knowledge and skills. Through our teaching, historical artefacts and visits, we nurture and excite our pupils to find out more about events and people from the past. We use our locality, rich in history (e.g. Denmark Hill and educational institutions such as The Horniman Museum) and external workshops/speakers to consolidate the learning implemented in the classroom. Local history units are planned to ensure pupils develop an understanding of their local area and to enhance their chronological understanding and appreciation of how and why things change. Topic knowledge organisers are used to support the learning in the classroom outlining the key facts of each unit and key vocabulary. They are also used to assess pupils' prior and post learning and support the retention of new learning into long term memory.



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In history lessons, we place a strong emphasis on talk as a tool for learning. Pupils regularly engage in discussions, debates, role-play, and storytelling to help them explore historical concepts and evidence. Teachers model and scaffold rich historical language, encouraging children to use key vocabulary accurately and confidently. Through structured talk activities such as partner discussions, group enquiries, and class presentations, pupils learn to explain their thinking, justify their opinions, and respond respectfully to others. Questioning is used to deepen understanding and to promote critical thinking about sources, causes, and consequences. By giving pupils frequent opportunities to speak, listen, and reason together, we ensure oracy is central to how history knowledge is built, remembered, and communicated.

Impact

Our history curriculum ignites passion and enthusiasm in our pupils and encourages them to delve further into the past. Teaching enables pupils to sequence significant past events and to learn about influential historical figures. This supports pupils to make sense of the new knowledge they acquire and contextualise it. Learning about the past shapes pupils' perspectives and helps them to understand how history has influenced our present and how it will impact our future. Through our history teaching, children understand change and how to think analytically and ask questions to deepen their understanding and find out more. As a result, our pupils are able to confidently discuss historical events, use subject-specific vocabulary accurately, and communicate their understanding of the past with clarity, curiosity, and respect for different perspectives.

The impact of the history curriculum is then assessed on a half termly basis.