

| History at Spring Lane Primary School | | |
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| Respect | Resilience | Integrity |
| Curriculum Intent | | British Values |
| At Spring Lane, our history curriculum ignites curiosity and encourages aspirational thinkers to ask meaningful questions about the past and its influence on the present. Through rich storytelling, enquiry and discussion, children become effective communicators, confidently expressing historical understanding using appropriate vocabulary and evidence. As expert learners, they develop critical thinking, resilience, and independence when exploring sources, timelines, and diverse perspectives. We nurture caring citizens by examining themes of justice, leadership, and community, helping pupils empathise with lives lived in different times and places. Our curriculum also promotes healthy individuals and leaders by reflecting on how societies have shaped – and been shaped by – the actions of individuals, inspiring children to consider their own role in shaping the future. | | British Values are woven throughout our history curriculum by encouraging respectful debate, exploring the development of democracy, law, and individual liberty, and understanding the impact of diverse communities on Britain's past. Through studying significant events and people, children learn to value tolerance, challenge injustice, and reflect on how these values have shaped modern Britain. |
| At the end of EYFS | At the end of Key stage 1 | At the end of Key Stage 2 |
| At the end of Foundation Stage at Spring Lane Hill Pupils will gain a secure understanding of what history is, looking at how they have changed over time and why. Pupils will develop historical vocabulary and language. Furthermore, they will begin to explore wider history focusing on stories of important people to ensure a strong foundation of historical vocabulary and language. Together, these facilitate pupils to use and understand historical questioning. | At the end of Key Stage 1 at Spring Lane Pupils will become secure in the main stories of important individuals and how they developed and changed history. Pupils will also be able to begin to make comparisons with contrasting forms of government, class systems and civilisations which will provide a secure base context for KS2 learning. Pupils will be oriented in time / narrative and space to prepare them to access subsequent abstract work in Key Stage 2. | At the end of Key Stage 2 at Spring Lane Pupils will make links and comparisons through their understanding and exploration of a diverse selection of different periods across the ancient world. They will learn how to carry out historical enquiries using a variety of sources of information and look at how and why the past is interpreted in different ways. An accumulation of knowledge-rich curriculum means that pupils will be able to evaluate how ancient history has impacted society today. |
| Curriculum Implementation – How is history taught? | | |
| At Spring Lane, history is implemented through immersive Learning Quests that inspire curiosity and deepen understanding of the past. Guided by our principles of relevance, we connect historical study to children's lives and local heritage—exploring Northampton's rich past alongside national narratives to help pupils see their place in history. Through experiences, such as visits to local landmarks, role play, and work with artefacts or community historians, children bring the past to life, making meaningful connections and lasting memories. Collaboration is central to our approach, with pupils working together to investigate sources, debate perspectives, and co-construct knowledge—developing not only their historical thinking but also their empathy and citizenship. | | |
| Substantive Concepts (Big ideas linked to knowledge) Trade We need our children to be proactive and therefore we focus on trade, developing the idea that nations/communities can progress by taking advantage of their success. Invention We need our children to develop an inquisitive mind, become an independent thinker and self-starter. We also need our pupils to be innovative. Therefore, we look at invention as a concept to model how people of all ethnicities/gender have impacted our world. Invasion Our children need to be able to bounce forward when faced with a challenge and our children need to learn how communities change and rebuild following invasion. Migration There is migration in local community, with not only British people, but with internationals from countries such as the Ukraine, India and Africa. Our children need to empathise with others and understand the need for migration and how it can positively contribute to a community. | | Disciplinary Concepts (How historians think and apply knowledge) <ul style="list-style-type: none"> • Continuity and change • Similarity and difference • Chronology • Significance • Interpretation • Cause and consequence. |

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| <p>Community and Culture – Living in a relatively new community, our children need to reflect on what brings a community together and grow a sense of belonging</p> <p>Hierarchy and Power</p> <p>This links to our SMSC and school values of integrity and respect</p> | |
| Impact | |
| <p>The impact of our history curriculum is seen in children who think critically, ask thoughtful questions, and understand how the past shapes the present and future. Because learning is relevant, pupils can confidently make connections between historical events and their own lives, communities, and the wider world. Our rich experiences ensure that knowledge is retained through memorable, hands-on learning that deepens understanding and engagement. Through collaboration, children learn to respect diverse viewpoints, evaluate evidence together, and communicate their ideas effectively—emerging as reflective, informed, and responsible citizens, ready to contribute to a global society.</p> <p>Pupils historical knowledge and skills are assessed using the following:</p> <ul style="list-style-type: none"> ● Retrieval practice at the beginning of every lesson. ● Assessment for learning is used within each lesson through skilful use of questioning and live feedback ● Pupil voice to support the evidence that pupils know and remember more over time. ● Summative assessment linked to the quest question at the end of the unit. | |
| Equity and inclusion – removing barriers | |
| <p>Spring Lane’s history curriculum aligns with our core curriculum principles of Relevance, Experiences, and Collaboration to remove barriers and increase equity. By connecting historical content to students' lives, communities, and the wider world, it ensures learning is meaningful and accessible (Relevance). Immersive, hands-on experiences—such as exploring local heritage or interacting with real-world experts—bring history to life and deepen understanding (Experiences). The curriculum also promotes collaboration through group work and shared learning, fostering a sense of community and mutual respect (Collaboration). These principles ensure that all students, regardless of background or ability, can engage with the content, build critical skills, and become informed, compassionate citizens.</p> | |