



History Curriculum Intent Statement



At Westacre Middle School, we aim to foster a life-long love of learning. Our history curriculum aims to deliver a world class education that will equip our children with the skills required to be independent and responsible citizens. The curriculum matches our whole school vision: “Inspire. Challenge. Achieve”

Why do we teach history?

At Westacre we aim to inspire our pupils' curiosity to know more about the past. We equip pupils to ask perceptive questions, think critically, weigh evidence and develop perspective and judgement. Through a well-rounded curriculum pupils develop an understanding of the complexity of people's lives, the diversity of societies as well as their own identity and challenges of their time

Key Concepts in History.

The historical key concepts underpinning our curriculum are **Similarity and Difference, Cause and Consequence, Change and Continuity, and Historical Significance**. These ideas are revisited across topics and year groups, allowing pupils to gradually deepen their understanding and make meaningful connections across time and place.

Pupils build chronologically secure knowledge of British, local, and world history, note connections and contrasts, and develop historical vocabulary. They construct informed responses, selecting and organising relevant information, and understand how historical knowledge is built from a range of sources.

Schema Strands in History.

Learning is structured around three schema strands: **Beliefs and Attitudes, Exploration and Settlement, and Innovation and Legacy**. These strands provide a consistent framework through which pupils explore historical questions, such as:

- “How do we know who the Mayans were and what they believed?”
- “Were the Vikings ruthless invaders or experienced explorers?”
- “How did innovation in transport transform trade locally?”
- “How has Britain been shaped by ancient civilisations?”
- “How has propaganda influenced people over time?”
- “Where did we come from, and how has migration shaped Britain today?”

Learning Approach

To support pupils to remember more and know more, pupils develop history skills progressively across three cognitive domains:

- **Remembering:** Secure factual knowledge of people, places, events, and innovations.
- **Knowing:** Making sense of historical patterns, connections, and trends, including cultural and societal impacts.

- **Reasoning:** Analysing, evaluating, and forming judgements about historical significance, causes, consequences, and continuity/change.

Each topic in Years 5–7 is carefully sequenced to revisit key concepts and schema strands, ensuring pupils build a coherent and interconnected understanding of history over time. Knowledge webs link prior learning, subject-specific vocabulary, and core ideas, helping pupils remember more, know more, and reason more effectively.

Impact and Curriculum Outcomes

Learning in history is designed to embed in long-term memory. Teachers monitor impact both quantitatively (accuracy, depth, application of historical skills) and qualitatively (observing engagement and reasoning in lessons). Pupils are encouraged to construct informed, structured responses to historical questions and to understand how historical knowledge is constructed from multiple sources.

SMSC and Wider Curriculum Links

History supports pupils' Spiritual, Moral, Social, and Cultural development, helping them:

- Empathise with individuals and communities from the past.
- Consider moral dilemmas and the consequences of decisions.
- Appreciate the contributions of diverse cultures to modern society.
- Understand the connections between local, national, and world history.

Curriculum Drivers

- **Communication:** Pupils verbalise, debate, and justify ideas before formalising responses in writing.
- **Aspirations:** Open-ended questioning and enquiry develop analytical skills applicable across subjects and future careers.
- **Diversity:** Pupils engage with a wide range of periods, societies, and perspectives, from Ancient Greeks and Maya to British history and migration stories, fostering understanding and empathy.

