

Intent

Guided by our Christian vision from 1 Thessalonians 5:11 — *“Speak encouraging words to each other. Build up hope so you’ll all be together in this. No one left out, no one left behind”* — the intent of our KS2 history curriculum is to develop pupils’ historical knowledge alongside empathy, justice and respect. We aim for all pupils to understand how beliefs, power and choices have shaped societies, and to value every individual and culture as part of a shared human story.

In line with the National Curriculum for KS2 History, pupils develop an understanding of British, local and world history, enabling them to build coherent narratives across the periods they study. As they progress, they begin to recognise how and why societies change over time, while also identifying elements that remain the same. Pupils are encouraged to explore connections and contrasts between different civilisations, deepening their understanding of similarity and difference within a shared human experience.

The curriculum also supports pupils in thinking critically about the past. They learn that historical events are shaped by a range of causes and have consequences that can be interpreted in different ways. Through engagement with a variety of sources, pupils begin to understand how historians construct accounts of the past, developing their ability to question, interpret and evaluate information. In doing so, they also consider the significance of events and individuals, recognising why certain moments in history continue to matter today.

Implementation

The curriculum is carefully sequenced to build historical understanding while providing regular opportunities for reflection, discussion and respectful debate. Through topics such as the English Reformation, the Kingdom of Benin, crime and punishment through time, Ancient Greece, the Vikings and Victorian life, pupils explore different beliefs and experiences.

Teaching reflects the expectations of the National Curriculum by ensuring that pupils develop a secure sense of chronology and are able to place events within broader historical contexts. As pupils move through the curriculum, they revisit key ideas, allowing them to deepen their understanding of how change occurs over time and why certain developments have lasting consequences.

Lessons are designed to promote enquiry, where pupils ask and answer questions using a range of evidence. They work with primary sources, such as artefacts and contemporary accounts, alongside secondary sources, including historians’ interpretations, learning to consider how reliable and useful different pieces of evidence may be.

Across all units, and indeed the wider curriculum, pupils are encouraged to make comparisons between societies and time periods, helping them to identify patterns, differences and connections. They are supported in forming their own judgements about the importance of events and individuals, using evidence to justify their thinking. Teaching also challenges stereotypes and promotes multiple perspectives, ensuring that all pupils feel represented and included.

Impact

As a result, pupils develop secure historical knowledge and vocabulary alongside strong moral awareness and empathy. They are able to articulate thoughtful views about fairness, dignity and belonging, while making meaningful connections between past and present.

Pupils demonstrate confidence in discussing how and why changes have occurred over time, as well as recognising aspects of continuity within and across different historical periods. They are able to explain the reasons behind key events and consider their consequences, showing an increasing ability to think critically about the past.

Through engagement with sources, pupils develop the skills to select, interpret and use evidence effectively, recognising that different accounts may offer different perspectives. They become more confident in comparing societies, identifying similarities and differences, and explaining why certain events or individuals are considered significant.

Pupils leave KS2 as confident, reflective learners who understand the importance of encouragement, hope and inclusion — living out our vision that no one is left out and no one is left behind.