

Intent	Implementation
<p>The Primary Knowledge Curriculum (PKC) History curriculum provides children with a chronologically secure knowledge and understanding of local, British and world history. The curriculum is ambitious and knowledge rich, developing pupils' understanding of key substantive concepts such as power, civilisation, invasion, trade and empire, alongside disciplinary knowledge of how historians construct accounts of the past. This combined approach enables pupils to build a coherent and connected picture of the past, while also understanding how historical knowledge is formed through the careful study of evidence, sources and interpretation. Pupils are taught to consider different perspectives, evaluate significance and understand cause and consequence within and across time periods. The curriculum follows a clear chronological structure, supporting pupils to place events, people and developments within a wider historical narrative and to recognise patterns of continuity and change over time. Knowledge is carefully specified and sequenced so that concepts are revisited and strengthened across units, allowing pupils to deepen understanding and apply learning to new historical contexts. Through exposure to a broad range of time periods studied in depth, pupils develop historical curiosity, critical thinking and a lasting love of the subject, while gaining a secure understanding of the diversity, complexity and lasting legacy of the past and its impact on the present.</p>	<p>Knowledge of substantive concepts and disciplinary understanding form the foundation of the History curriculum at Mossbourne. Each year, pupils encounter and apply these in a range of historical contexts, developing a secure understanding not only of key historical concepts but also of what it means to think and work as a historian. Substantive concepts such as <i>empire</i>, <i>monarchy</i> and <i>war</i> are explored across different time periods, alongside disciplinary concepts including continuity and change, significance, cause and consequence, and interpretation. The coherent sequencing of units and systematic recall of prior knowledge support the cumulative development of both substantive and disciplinary understanding across year groups. Each unit is structured around a <i>Key Golden Question</i>, which provides a clear focus for learning and supports pupils in applying their growing knowledge to historical enquiry, enabling them to build increasingly secure and connected historical understanding over time.</p>
Impact	
<p>Pupils at Mossbourne demonstrate curiosity and enthusiasm for history, with their work evidencing secure and growing knowledge over time. They develop a strong understanding of substantive historical concepts and make meaningful connections both across units and across the wider curriculum. Pupils confidently recall prior knowledge and apply it to new learning, demonstrating secure understanding through discussion and assessment, including disciplinary writing. By the end of their primary journey, pupils have a coherent understanding of British history alongside a broader understanding of world history and its significance, enabling them to understand the past and their place within it.</p>	
Progression	
<p>History units are coherently structured and mapped to ensure pupils cumulatively build both substantive and disciplinary knowledge over time. Learning is carefully sequenced around a <i>Key Golden Question</i>, enabling pupils to develop secure schemas and apply knowledge across different historical contexts. Disciplinary knowledge and skills are introduced at an age-appropriate level, with pupils first developing an understanding of what it means to be a historian before applying these skills with increasing complexity and independence. Progression is evident in pupils' assessment responses, their growing use of historical language, and their ability to recall and apply prior knowledge from earlier learning.</p>	
Enrichment	
<p>Mossbourne's Enrichment Curriculum ensures pupils access a wide range of engaging and purposeful experiences that enhance their historical learning. Educational trips and visits are carefully selected to deepen understanding of each unit, and where appropriate, visitors are invited to share real-life experiences and expertise. Class book corners are well stocked with high-quality, topic-related texts that support and extend pupils' historical knowledge. Artefacts are used to enrich units, providing hands-on experiences that</p>	

bring abstract concepts to life and spark curiosity and imagination. The History curriculum is further strengthened through close alignment with the writing curriculum, with carefully chosen core texts that deepen subject knowledge and enable pupils to explore historical content in greater depth.



History Year Group Map

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	All About Me	Journeys	Dinosaurs	Growing and Changing	Animals and Their Babies	Heroes and Adventures
Reception	What were my family and I like in the past? What were things like in the past?			Where were people like in the past?		
Year 1		Discovering History		Kings, Queens and Leaders		Parliament and Prime Ministers
Year 2		Romans in Britain		The Tudors		Powerful Voices
Year 3	Stone Age to the Iron Age	Ancient Egypt	The Anglo Saxons, Scots and Vikings		Law and Power (1154 – 1272)	The War of the Roses
Year 4	Ancient Greece		Life in Ancient Rome	The Rise and Fall of Rome	The Stuarts	
Year 5	Baghdad c.900 CE	The Early British Empire	The French Revolution	The Transatlantic Slave Trade	The Industrial Revolution	The Victorian Age
Year 6	World War I	The Suffragettes	The Rise of Hitler and World War II	World War II and the Holocaust	The Cold War	The History of Human Rights