



St Michael's CE Primary School, Sandhurst

Subject Vision Document: History

Vision (Intent)

At St Michael's CE Primary School, our History curriculum aims to inspire curiosity, wonder and a deep appreciation for the past. We want our pupils to think like historians — to question, to explore evidence and to make thoughtful connections between events, people, and societies across time.

Through our hybrid approach, drawing on the strengths of Collins Connect History and Kapow Primary History, we provide a curriculum that is both knowledge-rich and skills-driven. We ensure children not only gain chronological understanding and factual knowledge but also develop the analytical, evaluative and reflective skills needed to interpret the past.

History at St Michael's enables pupils to:

- Build a coherent narrative of Britain's past and that of the wider world.
- Understand how historical events shape the present and influence the future.
- Recognise diverse voices and perspectives, promoting empathy, equity and inclusion.
- Develop resilience and curiosity as they question sources, challenge ideas and form reasoned judgements.

We want every pupil to leave St Michael's with a lifelong fascination for history and be confident, critical thinkers who can view the world through the lens of time, cause and consequence.

Curriculum (Implementation)

After extensive research and reflection, we have created a bespoke hybrid History curriculum, blending the structured progression and depth of enquiry from Collins Connect with the creative, cross-curricular and skills-based enquiry approach of Kapow Primary.

This hybrid model provides:

- Rigorous progression: Each unit builds carefully on prior knowledge, revisiting and extending key historical concepts (chronology, change, similarity, difference, cause and consequence).
- Creative engagement: Lessons include hands-on investigations, storytelling, drama, and project-based learning to make history memorable and meaningful.
- Inclusive content: A balance of British, local and global history, including diverse figures and perspectives that reflect our values of community and compassion.
- Strong conceptual links: Big ideas such as leadership, legacy, innovation, and exploration thread throughout, helping pupils make powerful connections across time periods.

Curriculum Structure

Our History curriculum is organised into enquiry-led units that build progressively from EYFS to Year 6. Each unit combines Collins Connect's knowledge-led enquiry structure with Kapow's creative and practical pedagogy, ensuring pupils experience a balance of factual rigour and active, engaging learning experiences.

'This little light of mine, I'm going to let it shine!'

Community



Compassion



Creativity



Courage





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Lesson Delivery (Pedagogy)

Our lessons are designed to spark curiosity and deepen understanding. Teachers begin each unit by exploring pupils' prior knowledge and addressing misconceptions. Lessons are guided by clear learning questions and high-quality sources, including artefacts, photographs, first-hand accounts and digital media. Collins Connect provides structured enquiry questions, progression maps and historical depth. Kapow Primary enhances this with creative approaches such as drama, storytelling, art and debate to bring the past vividly to life. Through discussion, collaboration, critical questioning, and reflection, pupils develop key historical skills — investigating sources, analysing evidence, sequencing events, and forming conclusions.

Assessment

Assessment in history is continuous and formative. Teachers use questioning, discussion, written work and creative outputs to gauge understanding and progress throughout each enquiry.

We regularly measure the impact through:

- Whole class and verbal feedback.
- Use of Knowledge Organisers.
- Use of retrieval practise through starter and plenary activities.
- Written assessment tasks and quizzes at the end of each unit taught.
- Subject monitoring through planning, pupil conferencing and book monitoring.
- Teacher assessment to identify those achieving the expected standard and those who are not.
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At the end of each unit, teachers record pupil attainment. Moderation within the school and across our Trust ensures consistency and accuracy in judgements.

Outcomes (Impact – how do we measure and evaluate)

The impact of our hybrid History curriculum is evident in pupils who:

- Speak confidently and enthusiastically about their historical learning.
- Retain key knowledge and apply historical skills across topics.
- Demonstrate curiosity, empathy, and a deeper appreciation of how the past has shaped their lives today.

Monitoring takes place through lesson observations, book looks, pupil voice interviews and data analysis. The History subject leader works closely with staff to review planning, share best practice and refine provision to ensure excellence in teaching and learning.

Curriculum Enhancement

We are passionate about making history real and relevant for our pupils. We enrich learning through:

- Educational visits to sites such as Windsor Castle, local museums, and heritage landmarks.

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- In-school workshops and drama experiences led by external specialists.
- Whole-school events such as Black History Month, Remembrance, and themed history days.
- Cross-curricular links with Art, English and Geography to deepen understanding and creativity.

Partnerships

Collaboration is key to success. We work in partnership with our Trust schools to share expertise, moderate learning outcomes and develop best practice. Parents are engaged through curriculum information on our website, class newsletters, and opportunities to share in historical celebrations and projects. Together, we nurture a community of young historians who learn not only about the past but from it.

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