Dale Hall curriculum intent: At Dale Hall Primary School we provide a broad and balanced curriculum which builds on knowledge, understanding and skills for all pupils no matter what their starting points. We strive to celebrate and promote diversity, equality and inclusion. Our priority is creating lifelong learners who are ready for their next steps in education. We have high aspirations for all our pupils and focus on making sure pupils are ready for life in our diverse world. We want pupils to leave Dale Hall with a breadth of memorable learning experiences and the cultural capital they need to be a citizen in modern Britain.

History curriculum offer 2026

<table>
<tr><td>Aim</td><td colspan="2">At Dale Hall Primary School, we value the importance of history because it helps children to understand the world they live in and their place within it. Through learning about the past, our pupils develop a sense of chronology, an understanding of how societies have changed over time, and an appreciation of diversity and shared humanity. History at primary level encourages curiosity, critical thinking and thoughtful questioning, enabling children to make connections between past events and their own lives today. By exploring a wide range of historical periods, people and events, children learn that the past has shaped the present and continues to influence the future.
Our history curriculum aligns closely with Dale Hall's vision and values by promoting respect, responsibility and aspiration. Through history, children learn about fairness, injustice, courage and leadership, helping them to develop strong moral values and a sense of social responsibility. Lessons encourage collaborative learning, respectful discussion and reflection, supporting our commitment to nurturing well-rounded, thoughtful and confident learners.

https://www.dalehall.suffolk.sch.uk/Our-Curriculum/ history</td></tr>
<tr><td>Intent</td><td>CURRICULUM
The Dale Hall skills and knowledge overviews were created for every curriculum area in line with the National Curriculum. The overview for history sets out the content of the programme for each year group and shows the continuity and progression within and across Key Stages.

Our history curriculum is carefully planned and structured to ensure clear progression. Long-term plans set out the key historical knowledge, concepts and skills that pupils will develop across each year group, ensuring coverage of the National Curriculum and a coherent journey through time. Medium-term plans then break this learning down into carefully sequenced units of work, each consisting of a series of lessons that build logically towards a clear end point.</td><td>SCHEMES/RESOURCES

At Dale Hall we use: The Historical Association</td></tr>
</table>

	Within each unit, learning is broken down into smaller, manageable steps. Each lesson focuses on specific knowledge or skills that build towards pupils' overall understanding of a historical period, event or concept. This approach ensures that children are not overloaded and are given time to revisit, practise and embed their learning before moving on. Teachers plan lessons to build on pupils' prior knowledge and previous learning. At the start of units and lessons, children are encouraged to recall what they already know, make links to earlier topics and use existing vocabulary and concepts. This helps to strengthen understanding, support long-term memory and ensure new learning is meaningful and secure. Ongoing assessment is used to inform teaching and adapt lessons where necessary, so all pupils are supported and challenged appropriately.	
Implement ation	**TEACHING** **Early Years Foundation Stage (EYFS)** In the Early Years, history is taught through the area of learning *Understanding the World*. Children begin to develop an awareness of the past by talking about their own lives, families and experiences, and by exploring similarities and differences between "now" and "then." Learning is play-based and often cross-curricular, using stories, role play, photographs and artefacts to encourage discussion and curiosity. Children are supported to use simple language related to time and change and are encouraged to ask questions and share ideas about the world around them. **Key Stage 1 (KS1)** In Key Stage 1, history is taught through a blocked approach, alternating with geography to allow pupils to focus more deeply on each subject. Lessons are mainly delivered as discrete history sessions, with clear enquiry questions that guide learning across each unit. Teaching focuses on developing a sense of chronology, understanding significant people and events, and recognising change within and beyond living memory. Where appropriate, learning is enhanced through cross-curricular links, particularly with English, to support reading, writing and speaking skills. Children are introduced to simple historical sources and are encouraged to ask and answer questions about the past.	

Key Stage 2 (KS2)

In Key Stage 2, history is taught through regular, discrete lessons that follow a clear enquiry-based approach. Units are carefully sequenced to build on prior learning from KS1, allowing pupils to deepen their understanding of chronology, cause and consequence, similarity and difference, and historical interpretation. Pupils work with a wider range of historical sources and are encouraged to develop independence through research, discussion and extended enquiry. Cross-curricular links are made where they enhance learning, but history remains clearly defined to ensure subject knowledge is secure and progressive.

Across all phases, teaching is designed to engage pupils, promote curiosity and develop confident, independent historians who enjoy exploring and learning about the past.

CULTURAL DIVERSITY	CROSS CURRICULAR LINKS	PARENT INVOLVEMENT/ EXTRA CURRICULAR OPPORTUNITIES
Our history curriculum is inclusive and reflective of the diverse world our pupils live in. Children learn about a wide range of people, cultures and civilisations from different time periods and parts of the world, helping them to develop respect, empathy and understanding. We ensure that historical narratives include a variety of perspectives, including those that may have been overlooked in the past, and encourage pupils to think critically about whose voices are heard. By exploring diversity through history, we support our pupils in becoming informed, respectful and open-minded citizens.	**English:** Reading historical texts and writing in role, such as diaries, letters, reports, and developing historical vocabulary. **Geography:** Exploring how places and environments have changed over time and using maps to study settlements and trade routes. **Art and Design:** Studying art, architecture and design from different periods and creating historically inspired artwork or artefacts. **Design and Technology:** Designing and making models of historical structures and investigating how tools and technology have changed. **Mathematics:** Using timelines, calculating intervals between events, and interpreting historical data such as population or trade figures.	We ensure parents know what their children are learning in history through a range of communication channels. Curriculum leaflets, our school website, and Dojo posts provide regular updates on topics, learning objectives, and key dates, helping parents to stay informed and engaged. Parents can support learning at home by discussing historical events and figures, exploring books and online resources, and encouraging curiosity through questions about the past. We also offer a variety of enriching experiences to bring history to life, including local history visits, trips to Kentwell Hall and Colchester Castle, and themed history fairs where children showcase their work. These opportunities allow children to deepen their understanding, develop confidence, and share their learning with the wider school community.

		Science: Learning about historical discoveries, medical advances, and how materials and technology developed over time. **Computing:** Researching historical topics, creating timelines or presentations, and evaluating the reliability of sources. **Religious Education:** Exploring how religion shaped societies, practices, festivals, and beliefs in different historical periods. **PSHE and Citizenship:** Considering themes of equality, justice, democracy and the impact of historical figures on society. **Music:** Listening to and performing music from different periods to understand cultural and historical context.	
Inclusion / SEND	**ADAPTIVE TEACHING** ***"Adaptive teaching isn't about lowering expectations - it's about removing or overcoming barriers so all pupils can access the same learning goal."*** History at Dale Hall is delivered in an inclusive way, ensuring that all children can access learning and achieve success. Lessons are carefully planned to meet the needs of every pupil, including those with additional learning needs, English as an additional language, or different learning styles.	**MICRO ADAPTATIONS** History lessons are designed to be responsive to pupils' learning through a range of micro-adaptations. Teachers make moment-to-moment adjustments to support understanding and engagement, such as using flexible groupings, targeted questioning, and peer support to ensure every child can participate. Hinge questions and mini whiteboard responses allow teachers to quickly check understanding and address misconceptions. Resources are carefully scaffolded with visual aids,	**SIGNIFICANT ADAPTATIONS** At Dale Hall, we ensure that pupils with SEND or other additional needs are fully supported to access and succeed in history. Significant adaptations and reasonable adjustments are made to meet individual needs, including modified resources, simplified texts, or alternative ways to record learning. Some pupils may work with additional adult support, use assistive technology, or access one-to-one or small group sessions to reinforce key concepts. Tasks can be broken down into smaller steps,

	Resources, teaching strategies, and support are adapted so that historical enquiry, discussion, and practical activities are accessible to all. By exploring a wide range of perspectives, cultures, and experiences from the past, the curriculum promotes understanding, respect, and empathy, helping every child to see themselves as capable historians and valued participants in learning.	vocabulary mats, checklists, and differentiated tasks to meet a range of abilities. These small but impactful adaptations help all pupils to access learning, build confidence, and make progress in history.	and timelines, scaffolds, and visual prompts are used to support understanding. These adaptations ensure that all pupils can participate in enquiry, explore historical concepts, and achieve their potential, while still being challenged and engaged with the curriculum

IMPACT AND OUTCOMES

As the history curriculum leader at Dale Hall, I monitor the impact of teaching and learning in a variety of ways. This includes regular lesson drop-ins, reviewing pupils' books and written work, gathering feedback through pupil voice, and checking learning updates shared via Dojo. I also track curriculum coverage to ensure all topics are taught thoroughly and in sequence. The information gathered from these activities informs my work as a leader by identifying strengths, addressing areas for development, and supporting teachers with resources, guidance, and training. This ongoing monitoring ensures that all pupils receive a high-quality, engaging history education and make strong progress across the school.