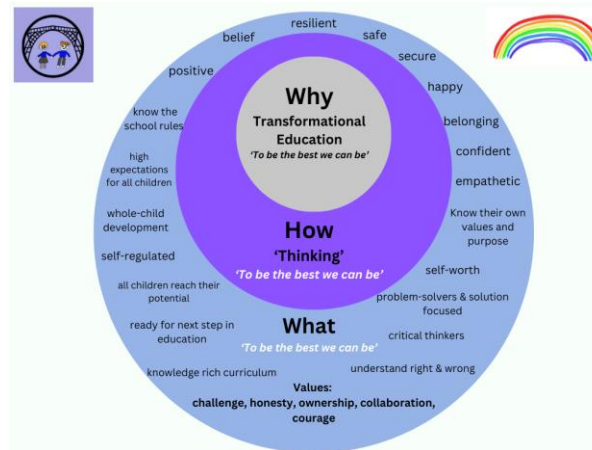




History Curriculum Mapping



Introduction

At William Reynolds Primary School & Nursery, our History curriculum is designed to offer transformational education, empowering children to think deeply, question critically, and understand how the past has shaped their lives and the world around them. Using the Key Stage History scheme, we ensure the full coverage of the EYFS Framework and the National Curriculum for History across Key Stages 1 and 2.

Our History curriculum is structured around six core substantive concepts, which form the golden threads throughout children's learning:

- Invasion
- Settlement
- Agriculture
- Invention
- Monarchy
- Empire

Building Conceptual Understanding Through Schema:

These substantive concepts support schema development and enable pupils to revisit and build historical understanding year after year. Our curriculum is built around the deliberate development of schema across six core historical substantive concepts: Invasion, Settlement, Agriculture, Invention, Empire, and Monarchy. These 'golden threads' provide pupils with the cognitive framework to connect and compare across time periods, cultures and geographical locations.

Each concept is introduced and revisited in progressively more complex ways across year groups, supported by expanding visual schema diagrams that build understanding over time.

Types of Knowledge in History

Our curriculum is rooted in the evidence-informed principles outlined in the Ofsted History Research Review. It ensures that children learn through four key types of knowledge:

Substantive Knowledge: Core facts, events, and developments across historical periods (e.g. the Moon Landing, Great Fire of London).

Disciplinary Knowledge: How historians investigate, interpret, and debate the past using sources and enquiry.

Chronological Knowledge: Understanding the sequence of historical events and where they sit in time, supporting children's understanding of cause and consequence.

Conceptual Knowledge: Abstract ideas such as empire, civilisation, continuity, change, and significance, revisited and deepened over time.

Oracy in History

Oracy is at the heart of our History curriculum. Children are given regular opportunities to:

- Use subject-specific vocabulary in discussion
- Engage in structured talk to rehearse thinking
- Present arguments and opinions using evidence
- Respond respectfully to others' views

This supports not only the development of historical understanding but also fluency in explaining and evaluating ideas with clarity and confidence.

A Purposeful Sequence of Learning in History

At William Reynolds Primary School, our History curriculum follows a purposeful and structured sequence of learning to ensure pupils build secure historical knowledge, skills and understanding over time. Our enquiry-led model begins with establishing context, then delivers knowledge-rich lessons, and concludes with a meaningful outcome that answers the historical enquiry.

This sequence is underpinned by:

Formative Assessment: Used continuously to identify misconceptions and adjust teaching.

Retrieval Practice: Recalling prior knowledge to build long-term memory and make connections.

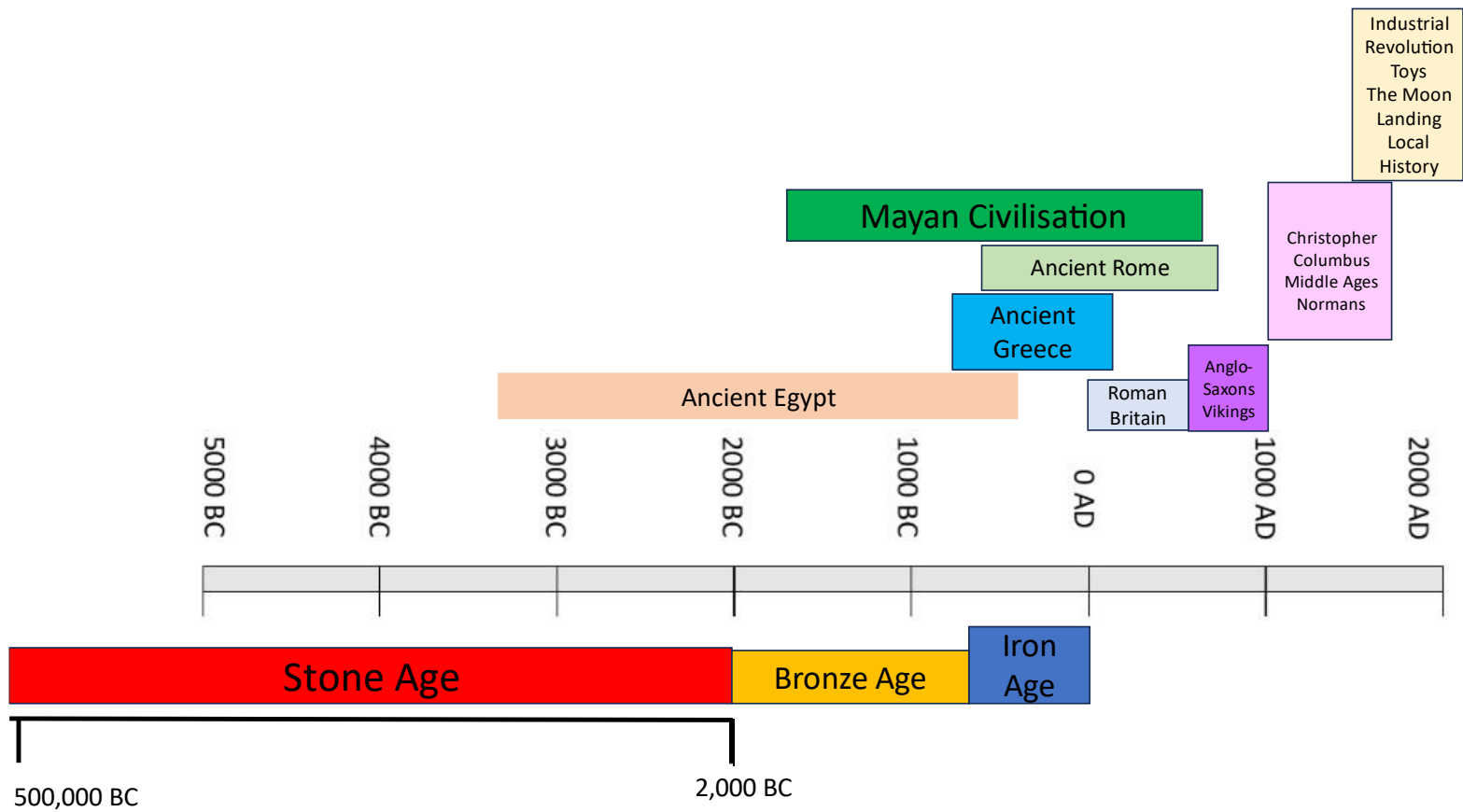
Context Building: Introducing key vocabulary, chronology and world-building.

Historical Enquiry: Teaching rich substantive knowledge and disciplinary concepts through coherent narratives.

-Outcomes: Pupils answer a central historical enquiry using what they've learned, helping them construct historical arguments.

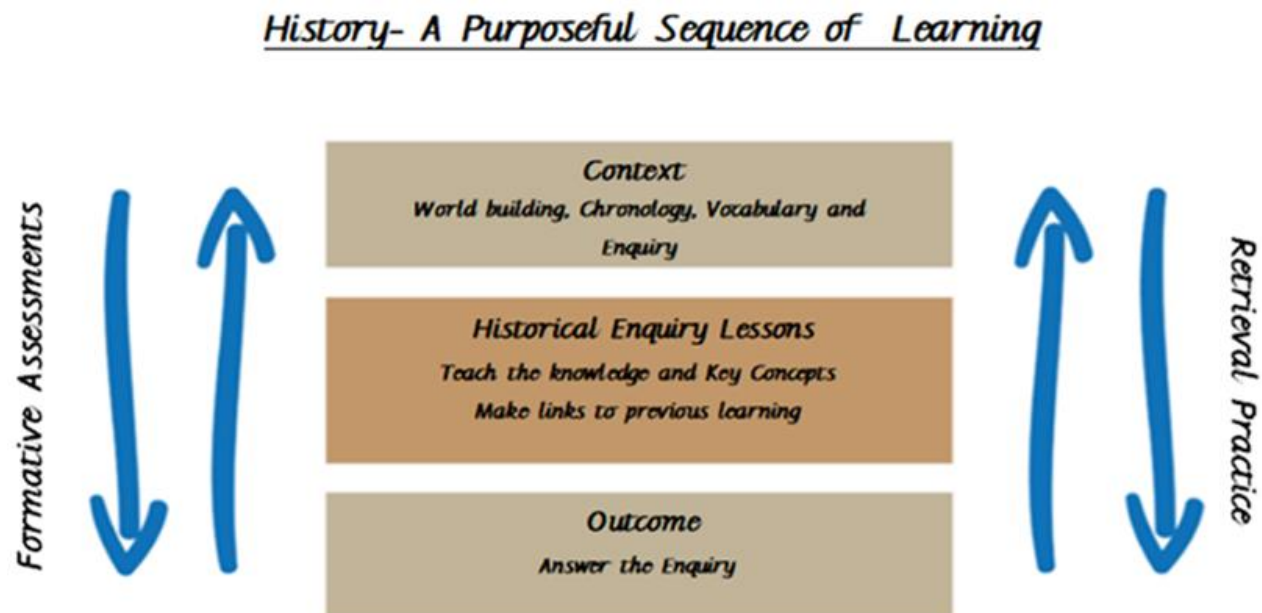
Historical Timeline Overview

This timeline shows the chronological breadth of our curriculum, from the Stone Age to the modern period, helping pupils develop a strong sense of historical scale and continuity. Key civilisations and topics are mapped against a timeline from 500,000 BC to 2000 AD.



History Enquiry Model – A Structured Approach

This diagram represents our approach to enquiry-led History teaching. Pupils begin each unit with contextual learning before building knowledge through enquiry lessons and concluding with a meaningful outcome. Retrieval and formative assessment are embedded throughout to support retention and progress.



This schema helps pupils understand the complexity and nuance of historical invasion across time periods.

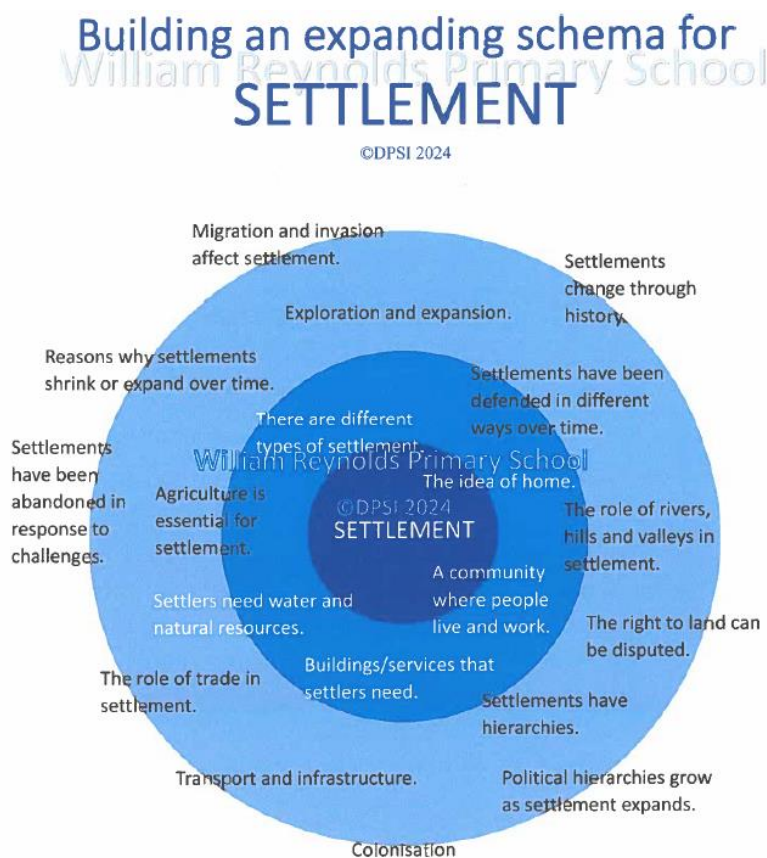


Pupils develop an understanding of **Invasion** as a significant historical process through which people or groups attempt to gain control over land, resources, or power, often through conflict or force. This concept is carefully layered through our curriculum, allowing pupils to move from simple ideas of arrival and impact, to more complex analysis of **motives**, **methods**, **resistance**, and **long-term consequences**.

Invasions are driven by a range of economic, strategic, or political motives

Year	Unit	How the Concept of <i>Invasion</i> Develops
Year 1	<i>Christopher Columbus</i>	Pupils are introduced to the idea of arriving from another place. Although Columbus is not a military invader, his voyages begin discussions about the impact of European presence on other lands. Children consider motives (exploration, wealth) and unintended consequences, such as colonisation. This builds the early understanding of "coming from another place" and initiating change.
Year 4	<i>The Roman Empire and its Impact on Britain</i>	Children explore a large-scale, planned invasion with military tactics and strategic settlement. They examine motives (expansion, power), the resistance led by Boudica, and long-term consequences like Romanisation. This unit explicitly covers multiple layers of the schema: "taking power," "resistance," "laws and settlement," and the politics of invasion.
Year 5	<i>Anglo-Saxons, Scots and Vikings</i>	Pupils analyse repeated and varied invasions: piecemeal, seasonal raids, and settlement-based conquest. They revisit prior ideas and deepen understanding of: - "Motives for invasion" (land, power, resources) - "Coming to stay and settle" - "Defences and unity" in response (Alfred the Great's resistance) - "Resistance may persist over time." They also examine the long-term cultural and linguistic legacy of invasions.

Substantive Concept – Settlement: This schema helps pupils understand how and why communities form, grow, and change over time. It explores the impact of geography, resources, agriculture, infrastructure, and conflict on human settlement, and how these factors contribute to the rise and transformation of societies across history.



Through our history curriculum, children develop an understanding of settlement as more than just a place where people live. They learn that settlements form and grow based on access to resources, agriculture, trade, defence, and infrastructure. From early human communities to industrial cities and local modern developments, pupils explore how settlements evolve, why people choose to settle, and how challenges like invasion, environment, and social change shape communities over time. By revisiting this concept across diverse civilisations and time periods, pupils build a secure understanding of how and why people have lived together throughout history.

Year Group	Unit / Enquiry Question	How the Concept of <i>Settlement</i> Develops
EYFS	<i>Homes and Communities</i> (UTW - People, Culture & Communities)	Pupils begin to understand what a settlement is by exploring the idea of a home, a community, and where people live and work. They compare homes, discuss reasons for choosing where to live, and explore simple maps.
Year 1	<i>Significant Place - Woodside School (Local Study)</i> Enquiry: What are the differences between schools today and schools in the past?	Pupils explore local settlement through schools, comparing changes in services (like education) and buildings over time. They are introduced to the idea that communities evolve to meet people's needs.
Year 2	<i>The Great Fire of London</i>	Children learn how major events can disrupt and reshape a settlement. They explore how London changed after the fire, including city planning, materials, and services.
Year 2	<i>Opening of the Iron Bridge (Local History)</i> Enquiry: Why was the Iron Bridge built?	Pupils understand how industry transforms settlements. They explore the shift from rural to industrial land use and why communities grow around innovation and trade.
Year 3	<i>Stone Age to Iron Age</i>	Children explore the earliest types of settlement, focusing on agriculture, natural resources, tools, and the need for security and community. They understand the link between farming and permanent settlement.

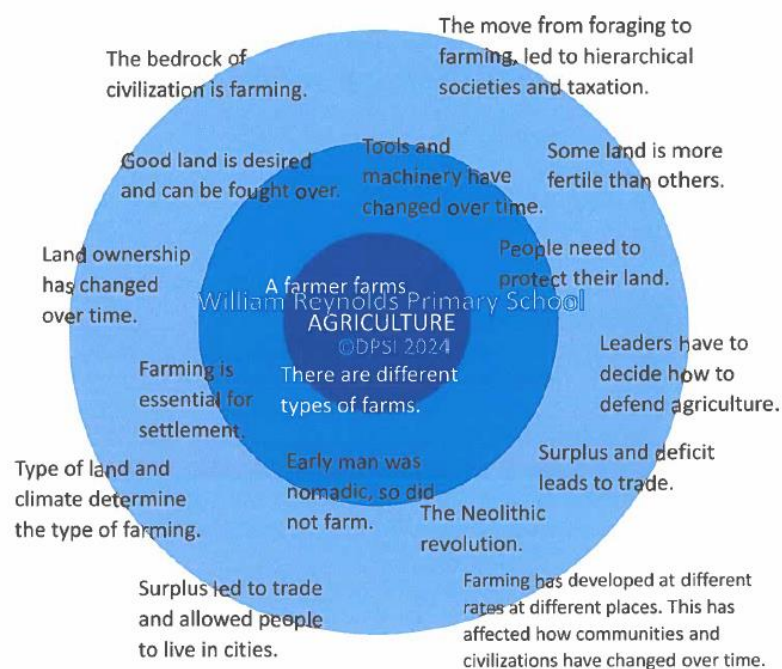
Year Group	Unit / Enquiry Question	How the Concept of <i>Settlement</i> Develops
Year 3	<i>Ancient Egypt & Early Civilisations</i>	Settlement is extended to include rivers and geography (e.g. Nile), trade, infrastructure, religion, and urban design. Pupils compare early civilisations and how environment shaped development.
Year 4	<i>Roman Empire and Impact on Britain</i>	Pupils examine how the Romans developed towns, roads, infrastructure, and imposed new systems of governance and religion—transforming local settlements.
Year 4	<i>Mayan Civilisation Enquiry</i> : What was life like for the Mayans and how was it different to Roman Britain?	Settlement is now explored comparatively. Pupils analyse structures, agriculture, and trade routes in a contrasting civilisation.
Year 5	<i>Anglo-Saxons, Scots and Vikings Enquiry</i> : How did control of Britain change after the Romans left?	Pupils explore the arrival, establishment, and expansion of new settlements post-Roman rule. They learn how groups built and defended territories and how geography influenced decisions.
Year 5	<i>Telford Local Study Enquiry</i> : How has our local area changed over time?	The concept is applied to real local change—industrialisation, housing, urban planning, and movement from agriculture to residential use.
Year 6	<i>Victorian Britain Enquiry</i> : How much change did the Victorians bring?	Pupils examine how settlements expanded during industrialisation, particularly with the railways. They explore changes in infrastructure, services, and social structure.

Year Group	Unit / Enquiry Question	How the Concept of <i>Settlement</i> Develops
Year 6	<i>Ancient Greece Enquiry</i> : What were the achievements of the Ancient Greeks and how have they influenced the western world?	Pupils understand how city-states like Athens and Sparta operated as distinct settlements, linking geography, politics, and public buildings. They explore governance, citizenship, and cultural legacy.

Substantive Concept – Agriculture This schema shows how our understanding of agriculture builds from early farming to modern food systems. It explores how farming has shaped the development of civilisation, from survival to social structure.

Building an expanding schema for AGRICULTURE

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Across our curriculum, pupils build an understanding of agriculture as a powerful driver of change in human history. They begin by recognising farming as a way of life and progress to understanding its role in shaping settlement, economy, power, and civilisation.

In **EYFS**, pupils are introduced to farming as a key role in the community and begin to understand that people grow and gather food.

In **Year 3**, during the *Stone Age to Iron Age* unit, children explore the Neolithic Revolution and learn how farming enabled permanent settlement and trade.

In the *Ancient Egypt* unit, they deepen their understanding by examining how the Nile supported large-scale farming and social stratification.

In **Year 4**, pupils investigate how the **Romans** used agriculture to expand and sustain their empire, using tools, infrastructure, and trade.

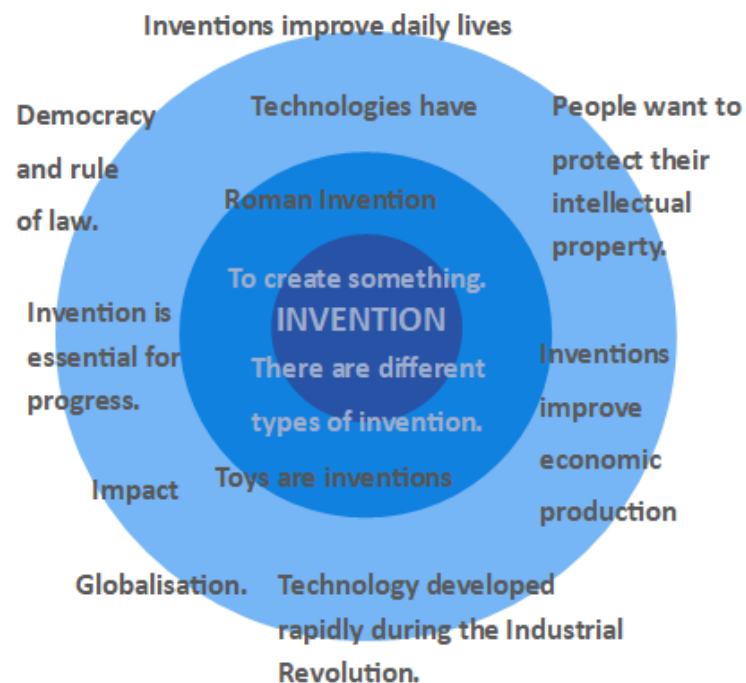
The **Mayans** provide a contrasting non-European example of agricultural innovation in different climates and contexts.

In **Year 5**, pupils study how the **Anglo-Saxons and Vikings** used land for subsistence farming and how agriculture influenced settlement and conflict.

While **KS1** does not explicitly teach agriculture, teachers may build conceptual readiness through discussions around jobs, local land use, and community development.

Substantive Concept – Invention This schema explores how invention has driven human progress and shaped societies.

Building an expanding schema for William Reynolds Primary School INVENTION



Pupils develop a secure understanding of invention as a powerful force that changes how people live, communicate, travel, work, and think.

The concept begins with playful exploration in EYFS and builds through a range of historical contexts, helping children understand that invention is both a response to need and a driver of transformation.

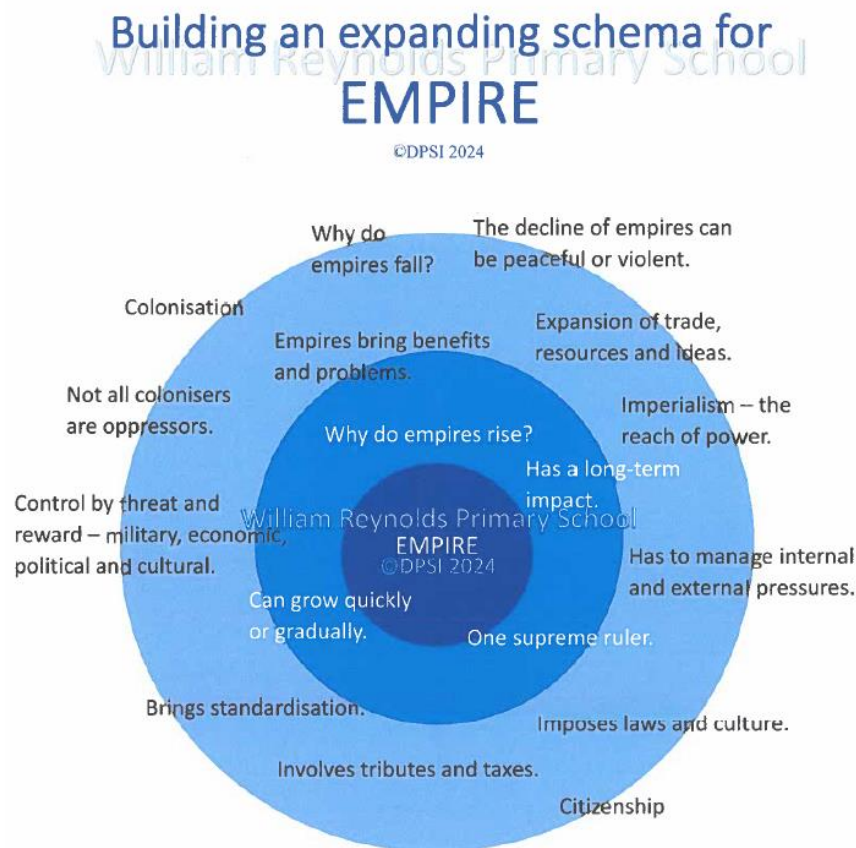
Children come to understand:

Inventions start as ideas that solve problems or improve life

Inventions change over time and reflect the needs and technologies of the era

Phase	Unit(s)	How the Concept of Invention Develops
EYFS	<i>People Who Help Us, Toys Then and Now</i>	Pupils begin to see invention as creating useful and playful tools (e.g. transport, toys, household objects). They compare old and new and recognise simple technological change.
Year 1	<i>Toys Past and Present</i>	Pupils explore invention through materials and design-how toys are built, how mechanisms work, and how inventions meet everyday needs.
Year 2	<i>The Moon Landing, Local History: The Iron Bridge</i>	Pupils explore invention in science and industry- space travel, engineering and how inventions such as the Iron Bridge changed how people lived and worked. They consider inventors as agents of progress.
Year 3	<i>Stone Age to Iron Age</i>	Pupils learn about inventions like fire, tools, and farming, and how these allowed early humans to change their way of life. They see invention as a survival and societal necessity.
Year 4	<i>Romans, Mayan Civilisation</i>	Pupils analyse major inventions like aqueducts, road networks, calendars, and number systems. They consider how inventions supported empire building, religion, and scientific understanding.
Year 6	<i>Victorian Britain, Ancient Greece</i>	Pupils explore invention as a key part of industrialisation (railways, machines) and democratic thought (Ancient Greek political systems). They analyse both technological and ideological inventions and their long-lasting influence.

Substantive concept – Empire The concept of Empire helps pupils understand how powerful civilisations expand control, impose structures, and influence the world. It explores how empires rise, govern, and decline, enabling pupils to make sense of dominance, resistance, and the lasting legacies empires leave behind.



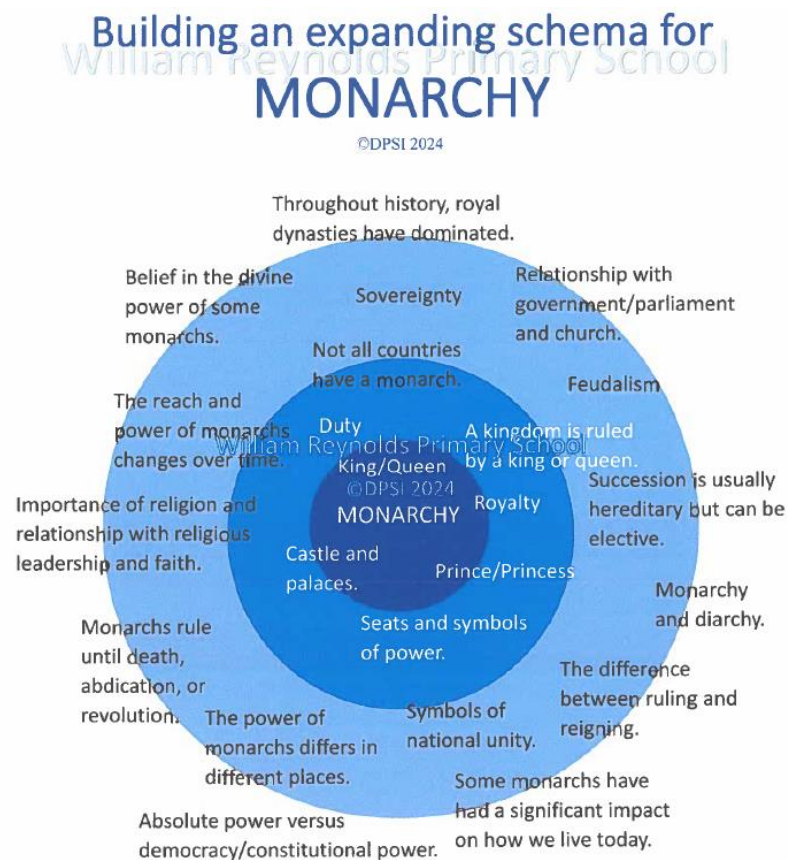
Pupils are introduced to the concept of Empire in Key Stage 2 and revisit it through a range of ancient and modern civilisations. They explore the ambition, organisation, and consequences of empires- how they expand, how they rule, and how they are resisted or fall. Children learn to examine empires not just from the perspective of the ruling power, but also from the viewpoint of those affected by conquest and control.

By studying both European and non-European empires, pupils reflect critically on themes of colonisation, standardisation, citizenship, and cultural legacy. Through progressive teaching, they understand that empires are not static- they must adapt to internal and external pressures, and they can fall through both violent and peaceful means.

Year	Unit	How the Concept of <i>Empire</i> Develops
Year 3	<i>Ancient Egypt</i>	Pupils explore Ancient Egypt as one of the world's earliest empires. They study the role of the pharaoh as a supreme ruler , and how power was maintained through religion, land control, and labour systems . They begin to understand how empires govern, expand territory, and leave lasting legacies such as architecture, writing and beliefs.
Year 4	<i>The Roman Empire and its Impact on Britain</i>	Pupils investigate how the Roman Empire expanded through military conquest and imposed rule. They explore governance, infrastructure, resistance (e.g. Boudica), and Romanisation , developing a deeper understanding of empire as a structured system of control, assimilation, and cultural spread .
Year 4	<i>Mayan Civilisation</i>	Pupils compare the Roman Empire with the non-European Mayan civilisation , exploring regional power, city-states, innovation, and religion . Though not a traditional empire, this supports pupils' understanding of how advanced civilisations exert influence and manage large populations .
Year 5	<i>Anglo-Saxons and Vikings</i>	Pupils study the fall of the Roman Empire and the shift to power struggles between smaller kingdoms and invading groups. While not empires, the Viking attempts at territorial control (e.g. Danelaw) help pupils understand why some attempts at empire succeed or fail , and how power is contested after collapse .
Year 6	<i>Victorian Britain</i>	Pupils study the British Empire at its height, analysing expansion through industry, trade, and colonisation . They consider both the achievements and consequences , including railways, education, control, exploitation , and examine historical interpretations of whether empire brought benefit or harm.
Year 6	<i>Ancient Greece (conceptual link)</i>	Though not structured as an empire, pupils explore how Athens' ideas, philosophy, and democracy spread and influenced Western civilisation- highlighting that ideas, not just armies , can create legacy and power.

Substantive Concept – Monarchy

This schema explores how monarchy has evolved and been expressed in different civilisations and periods.



Pupils develop their understanding of monarchy progressively through key historical periods. From recognising individual leaders in EYFS and KS1 to analysing systems of governance and resistance in UKS2, they explore monarchy as both a form of leadership and a source of both stability and contest.

Children begin with symbolic and individual recognition of rulers, and over time explore monarchs' motives, impact, challenges to power, and the changing role of monarchy. This supports pupils in interpreting authority, legacy, and how history is shaped by individual rulers and those who challenge them.

Year	Unit	How the Concept of <i>Monarchy</i> Develops
EYFS	<i>Monarchy and Empire</i>	Pupils are introduced to kings and queens as important people (leaders). They explore simple symbols of royalty like crowns and castles.
Year 1	<i>Christopher Columbus</i>	Pupils learn that Queen Isabella of Spain supported Columbus' journey. This shows monarchs making big decisions and using their power to explore the world.
Year 2	<i>The Great Fire of London</i>	Pupils learn about King Charles II and how he helped respond to the fire. They see the king as someone who helps lead the country in difficult times.
Year 3	<i>Ancient Egypt</i>	Pupils learn about pharaohs as powerful rulers. They begin to understand monarchy as total control over people, religion, and laws.
Year 4	<i>The Roman Empire</i>	Pupils study Roman emperors like Caesar and Claudius. They learn how some monarchs ruled with force, and how people sometimes resisted their rule.
Year 5	<i>Anglo-Saxons and Vikings</i>	Pupils explore kings like Alfred the Great. They learn how monarchy was challenged during invasions and how strong leadership helped unify parts of Britain.
Year 6	<i>Victorian Britain</i>	Pupils learn about Queen Victoria. They see how monarchs could lead through values and example, while governments took on more control.
Year 6	<i>Ancient Greece</i>	Pupils compare monarchy with other systems like democracy and shared rule. They explore how different civilisations chose their leaders.

Substantive concepts curriculum overview

Year Group	Invasion	Settlement	Invention	Agriculture	Monarchy	Empire
EYFS		✓ Home & community	✓ Tools, transport	✓ Farming & food	✓ Symbolic monarchy	✓ Basic power/empire stories
Year 1	✓ Columbus - arrival/contact	✓ School/community over time	✓ Toys - design change		✓ Queen Isabella's role	✓ Empire influence via exploration
Year 2		✓ Fire & Ironbridge reshaped city	✓ Moon landing, Ironbridge	✓ Rural to industrial (Ironbridge)	✓ Charles II and response	
Year 3		✓ (Stone Age Homes, Egyptian Towns)	✓ (Tools/Farming)	✓ Neolithic revolution	✓ (Pharaohs)	✓ (Egyptian Empire)
Year 4	✓ (Roman invasion of Britain)	✓ (Romans & Mayan settlement)	✓ Roads, aqueducts	✓ Roman farms, Mayan Masie	✓ (Caesar/Claudius)	✓ (Roman Expansion)
Year 5	✓ (Anglo-Saxons & Vikings Viking raids, Danelaw)	✓ Settlements post Rome		✓ (Anglo-Saxon farming)	✓ (Alfred unifying rule)	✓ (Viking territorial ambition)
Year 6		✓ (Industrial urbanisation)	✓ (Railway invention)		✓ (Queen Victoria)	✓ (British Empire)

EYFS

Term & Unit Title	Substantive Concepts	Substantive Knowledge	Disciplinary Knowledge	EYFS Framework & Development Matters Links
Autumn – Monarchy & Empire	Monarchy, Empire	Begin to sequence events.	Use photos and role-play; ask and answer questions; compare royals; retell stories.	Understanding the World: Comment on past settings; PSED: Role play leadership; C&L: Ask questions; EAD: Use props to retell.
Autumn – Bonfire Night	Invasion, Empire	Understand that Bonfire Night marks a past event remembered annually. Learn about the Gunpowder Plot.	Explore artefacts, sequence events, ask questions, make comparisons between celebrations past and present.	Understanding the World: Comment on familiar events; C&L: Use historical vocabulary; PSED: Reflect on shared traditions.
Autumn – Poppy Day	Empire, Commemoration	Learn that poppies are worn to remember soldiers. Recognise Remembrance Day and its meaning.	Use images and props (e.g. medals); ask and answer questions about memory and community; retell events.	UTW: Talk about past events; PSED: Show empathy; C&L: Use key vocabulary; EAD: Represent ideas through art.
Spring – People Who Help Us	Invention, Agriculture	Compare jobs now and in the past (e.g. Florence Nightingale). Explore changes in roles and tools.	Ask questions to visitors; compare photos; use artefacts to identify change; use vocabulary in discussion.	UTW: Talk about people and their roles; C&L: Organise talk; PSED: Cooperate in role play.
Summer – Settlements (Homes, School, Transport)	Settlement	Understand that homes, schools and transport have changed over time. Identify features of continuity and change.	Sort old/new items; make comparisons using images; use time vocabulary; explain changes using artefacts.	UTW: Know similarities/differences between past and now; C&L: Describe experiences; EAD: Recreate historical scenes.

Year 1

Unit Title	Substantive Concepts	Substantive Knowledge	Disciplinary Knowledge	National Curriculum Links
Toys Through Time	Invention	Understand how toys have changed over time and the reasons for those changes (materials, design, purpose).	Identify and sort old/new toys; ask questions about the past using artefacts and photos; sequence artefacts.	Changes within living memory; reveal aspects of change in national life.
Explorers: Christopher Columbus	Invasion, Monarchy, Empire	Learn who Christopher Columbus was, what he discovered, and how his voyages impacted the world.	Use sources to infer about the past; create and read simple timelines; compare perspectives.	Significant individuals in the past; compare lives of individuals from different periods.
Our School and Local Area	Settlement	Understand how school life has changed over time; compare now and the past in the local context.	Use photos/maps to compare past and present; ask questions about historical sources; sequence events.	Changes within living memory; significant historical events, people and places in their own locality.

Year 2

Unit Title	Substantive Concepts	Substantive Knowledge	Disciplinary Knowledge	National Curriculum Links
The Great Fire of London	Settlement, Monarchy, Empire	Learn about a nationally significant historical event beyond living memory, including key causes and consequences. Develop understanding of chronology through the event's timeline.	Use historical sources (diaries, maps, images); ask questions and sequence events; explain cause and consequence.	Events beyond living memory that are significant nationally or globally.
The Moon Landing	Invention, Empire	Explore the life and achievements of Neil Armstrong. Compare the Moon Landing with previous explorations (e.g. Columbus).	Use images and visual evidence to investigate events; compare sources; ask and answer questions.	Significant individuals in the past who have contributed to national and international achievements.
Local Study: The Opening of the Iron Bridge	Invention, Settlement	Understand the historical significance of the world's first iron bridge and how it changed the local area. Explore its role in the Industrial Revolution.	Use timelines and historical vocabulary; engage in enquiry; compare sources to understand local change.	Significant historical events, people and places in their own locality.

Year 3

Unit Title	Substantive Concepts	Substantive Knowledge	Disciplinary Knowledge	National Curriculum Links
Stone Age to Iron Age	Settlement, Agriculture, Invention	Explore how Britain changed from the Stone Age to the Iron Age, focusing on key developments like farming, tool-making, and permanent settlements.	Use of evidence (artefacts, sites), sequencing timelines, asking historical questions, interpreting reconstructions.	Changes in Britain from the Stone Age to the Iron Age.
Ancient Egypt	Agriculture, Settlement, Empire Monarchy,	Investigate the beliefs, practices, achievements, and everyday life of Ancient Egyptians using archaeological evidence.	Interpret sources, use of inference, compare civilizations, evaluate evidence for reliability.	The achievements of the earliest civilizations - Ancient Egypt. A depth study.

Year 4

Unit Title	Substantive Concepts	Substantive Knowledge	Disciplinary Knowledge	National Curriculum Links
The Roman Empire and its Impact on Britain	Invasion, Empire, Settlement	Explore reasons for Roman invasion of Britain; role of Julius Caesar, Claudius and Boudica; Roman impact on life in Britain; development of towns, roads, baths and Christianity.	Use of primary sources (artefacts, buildings, accounts), chronology from Caesar to Claudius, Boudica's rebellion, interpretation of differing viewpoints (Celts vs Romans).	The Roman Empire and its impact on Britain - including Julius Caesar's attempted invasion, successful conquest, Boudica's resistance, and Romanisation of Britain.
The Mayan Civilization	Empire, Invention, Agriculture	Study achievements of the Mayans including writing, astronomy, maths and architecture; compare to British history; explore reasons for decline and cultural legacy.	Analyse artefacts, evaluate evidence for credibility, pose historical questions, understand limitations of evidence and varied interpretations.	A non-European society that provides contrast with British history - Mayan civilization c. AD 900.

Year 5

Unit Title	Substantive Concepts	Substantive Knowledge	Disciplinary Knowledge	National Curriculum Links
Anglo-Saxons, Scots and Vikings	Invasion, Settlement, Monarchy, Religion	Understand the reasons behind the Saxon, Scots and Viking invasions; how kingdoms formed; the spread of Christianity; Alfred the Great and the struggle for control; interpretation of historical figures and events.	Evaluate sources (e.g., Sutton Hoo, place names, artefacts); sequence events on timelines; ask historical questions; critique interpretations (e.g., 'How great was Alfred?'); use historical vocabulary with precision.	Britain's settlement by Anglo-Saxons and Scots; Viking and Anglo-Saxon struggle for England to the time of Edward the Confessor.
Local Study - Telford (Madeley/Woodside)	Settlement, Invention, Agriculture	Explore how local land use and employment changed from agricultural and industrial roots to a residential community. Use census data, directories and maps to understand social and economic change.	Analyse primary sources (maps, census records, directories); make inferences from evidence; evaluate continuity and change across time.	A local history study tracing how an aspect of national history is reflected in the locality over time.

Year 6

Unit Title	Substantive Concepts	Substantive Knowledge	Disciplinary Knowledge	National Curriculum Links
Life in Victorian Britain	Empire, Invention, Settlement, Monarchy	Explore life during the Victorian era focusing on industrialisation, class structure, transport changes, social reform, and the British Empire. Understand Queen Victoria's reign and the social, economic, and technological changes of the time.	Sequence key events; evaluate interpretations; analyse sources such as newspapers, images, and diaries; understand bias and reliability.	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
Ancient Greece	Invention, Empire, Monarchy	Learn about the achievements and legacy of the Ancient Greeks, including democracy, architecture, philosophy, and the Olympic Games. Compare Athens and Sparta and explore how Ancient Greece has influenced the western world.	Interpret historical sources including pottery and myths; sequence periods; explore historical significance and legacy; role-play and enquiry-based analysis.	A study of Greek life and achievements and their influence on the western world.

Assessment in History

At William Reynolds Primary School & Nursery, assessment in History is designed to measure how well pupils build and retain both **substantive knowledge** (what happened in the past) and **disciplinary knowledge** (how we come to know about the past). Our assessment approach is informed by the **Ofsted History Research Review** and focuses on the progression of key historical concepts over time.

Children are regularly assessed through:

- **Low-stakes retrieval** activities that revisit previously taught knowledge (e.g. timelines, quizzes, matching tasks)
- **Enquiry-based tasks** where pupils respond to rich historical questions using evidence and vocabulary
- **Conceptual questioning** such as "What do you know about the concept of Monarchy linked to the Anglo-Saxons?" to encourage pupils to apply knowledge across periods
- **Written and oral outcomes** that allow for reasoning, explanation, and comparison (e.g. "Why was Alfred called 'Great' and why might others disagree?")
- **Chronology-based activities** such as sequencing eras or labelling maps, which reinforce temporal understanding

This approach ensures that assessment is not just a test of recall but also of **thinking historically**. Teachers use these outcomes formatively to identify gaps and inform planning, and summatively to monitor pupil progress across historical concepts.

Each unit culminates in a meaningful outcome that links back to the central enquiry question. For example, the **Year 5 Anglo-Saxon unit** concludes with a mixed assessment involving concept-linked questions (Monarchy, Invasion, Church), explanation of historical significance, and the chronological sequencing of key period

