

History Curriculum Intent Overview - Vision

At Marshbrook, the vision for History teaching is to inspire curiosity about the past and give pupils the skills they need to ask questions, consider evidence, think critically and develop a coherent, chronological understanding of how history has shaped the nation and impacted upon their own and others' lives.

History is taught using a thematic approach. Long term plans identify the context of the learning, whilst medium term plans and progression grids identify more detailed content and sequences of learning.

The expectations at each year group are made visible to the pupils through learning objectives and differentiated success criteria.

History Curriculum Implementation Overview

Snapshot of pedagogy across the school - informed by children's work and learning walks

Whole school

The history leader works closely with staff to support planning, teaching and assessment, supporting regular discussions on the content covered and its purpose.

History lessons happen in classrooms, in the wider school community and on educational visits. Lessons allow children to learn substantive knowledge about the past and apply it in a disciplinary knowledge context about how historians find out about the past.

In EYFS

Children learn history linked to topics of My Family, Changes and Remembrance. Teachers plan lessons with discrete teaching and storytelling paired with independent and adult-led discussions and activities.

In Key Stage One and Two

History teaching is sequenced so that children can acquire the knowledge and understanding required for them to have a sound understanding of chronology. This enables them to compare different periods of British history and world civilisations.

Pupil Voice on 18th December 2024

Children enjoy learning History across the year groups. They talk about historical periods and events with confidence. Children talked about how new vocabulary is shared in lessons and different ways that they find out about History. They enjoy the trips and favourite topics include: The Stone Age, the Great Fire of London, Mary Anning and the Gunpowder Plot.



Marshbrook First School

History Curriculum

2025 - 2026



Key Notes from Last Inspection on 6th July 2022

- There are inconsistencies in how subject leaders monitor the effectiveness of the curriculum implementation.
- This means that sometimes subject leaders are unable to identify and address the specific aspects in the areas they lead on that need to be improved.
- Leaders should ensure that all subject leaders are able to carry out their roles more effectively so that they are able to further improve the quality of education that pupils receive.
- Subject leaders have the right knowledge and experience to be able to lead their subjects well.
- They do have opportunities to find out how well their subjects are being implemented. However, these opportunities are not always organised well enough for them to build a complete picture of what is going well and what needs to get better.

History Curriculum Impact Overview

Snapshot of positive outcomes across the school - informed by first-hand evidence gathering.

Work in children's books is well presented, and children are proud of showing their work to members of staff.

Most children meet end of year expectations in History.

Children can talk about historical periods and events confidently and knowledgeably.

History has a high profile and children's work in History features on displays around the school.

Children enjoy learning about History and are enthusiastic about the topics that they learn.

History Trips & Enrichment Opportunities

At Marshbrook First School, we aim to provide strong foundations for children's development of historical knowledge, skills and understanding, by making best use of primary and secondary sources on our doorstep.

Year 1 - Trip to Penkridge Canal & The Gunpowder Plot workshop

Year 2 - Trip to Stafford Castle & The Great Fire of London workshop

Year 3 - Trip to Wroxeter

Year 4 - Trip to the Staffordshire Hoard

Snapshot of expectations by year group - see progression maps for more detail and information.

Reception	Year 1	Year 2	Year 3	Year 4
Children learn about the past through stories, their own lives and the lives of those around them through the themes of My Family, Changes and work on Remembrance Day.	Children learn about the Gunpowder Plot and its links to Bonfire Night. They then complete a study on the life of Mary Anning and finish with learning about the History of canals.	Children learn about castles, comparing modern life to life in a castle and they visit a local castle. They also find out about the Great Fire of London. Their last unit looks at significant Kings and Queens.	Children learn about Britain in the Stone, Bronze and Iron Age by looking at settlements and way of life. They also learn about the Roman Empire and how it influences life today. They finish off by looking at the Anglo Saxons.	Children continue to learn about the Anglo Saxons, focusing on land use and the Staffordshire Hoard. They go on a trip to look at the artefacts in the Staffordshire Hoard centre. They also look at the Tudor period, the way of life during this time and Henry VIII and his six wives. The Second World War is the last topic for this year.

Data headlines - Autumn 2025

	Year 1	Year 2	Year 3	Year 4
Working below Age Related Expectations	21%	30%	13%	19%
Work at Age Related Expectations	75%	67%	82%	81%
Working at Greater Depth	4%	3%	5%	0%

Overall, most children are on track to achieve Age Related Expectations by the end of the year. In Spring, we aim to identify children who have the potential to be working at Greater Depth and ensure that these children are appropriately challenged to meet the criteria of this.