



## Woodside Academy - Intent, Implementation and Impact Statement

### History

#### Intent

Our intent at Woodside Academy, is for our history curriculum to be engaging, inspiring, and thought-provoking. We encourage children to ask questions, take charge of their own learning, and explore ways to build their historical knowledge and skills. By studying past events and influential people, in the local area, and beyond, children gain a better understanding of how individuals have shaped the world around us. Our teaching is stimulating and personalised, helping pupils develop life skills such as empathy, independence, and critical thinking. Pupils experience a wide range of hands-on activities, including handling artefacts, participating in fieldwork, and exploring careers linked to the humanities. Pupils are encouraged to ask questions, explore sources critically, and investigate why events happened and how they shaped Britain and the wider world. Classrooms feature timelines, with additional displays around the school, helping pupils understand chronology, recognise patterns, and make meaningful connections across different periods. Throughout their time at Woodside Academy, pupils are introduced to a wide range of historical vocabulary, which becomes more complex as they progress through the school.

#### Implementation

The history curriculum is implemented as a carefully structured, knowledge-rich programme that combines thematic learning, disciplinary concepts, and historical enquiry to ensure progression across primary school. It is organised around overarching themes such as society, power, conflict, and exploration, which are revisited across year groups to help pupils build a coherent understanding of the past. Alongside this, key disciplinary concepts—like chronology, cause and consequence, and evidence—are explicitly taught and regularly revisited so that children develop the ability to think like historians rather than simply recall facts. Units are sequenced chronologically and build cumulatively, integrating British and world history while reinforcing prior knowledge through retrieval practice and vocabulary instruction. Lessons are typically driven by enquiry questions, encouraging pupils to investigate sources, interpret evidence, and construct informed responses over time. The curriculum also follows a clear progression from early years, where children begin to understand past and present, through to Key Stage 2, where they engage with more complex historical narratives and analysis. Overall, its implementation



balances structured planning with flexibility, allowing teachers to adapt content to their context while maintaining a strong focus on developing both historical knowledge and disciplinary thinking.

### Impact

The impact of our curriculum is that pupils develop a comprehensive knowledge and understanding of Britain's past as well as the wider world, inspiring curiosity about history and a desire to learn more. As pupils progress, they are encouraged to ask perceptive questions, think critically, weigh evidence, examine arguments, and develop perspective and judgement. They gain an understanding of the complexity of people's lives, the process of change, the diversity of societies, and relationships between different groups, alongside their own identity and the challenges of their time. Our history curriculum supports pupils in developing a sense of identity, improving decision-making and judgement, and strengthening their understanding of chronology.

Pupil Voice Pupils are given opportunities to share feedback on what they have learned, what they have enjoyed, and suggestions for further development.

Evidence in Knowledge Pupils make connections between different historical themes and events, recognising similarities and differences, learning about key moments, and building an overview of history locally, nationally, and globally.

Evidence in Skills Pupils use taught vocabulary and historical terminology to interpret and communicate their understanding of the past. Every classroom activity is linked to specific historical skills.

Breadth and Depth Staff plan opportunities for pupils to study aspects of British, world, and local history. This approach helps pupils understand why events happened and see connections across different periods, developing a deeper understanding of history.