



History Curriculum Overview

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Statement of Intent

“A people without the knowledge of their past history, origin and culture is like a tree without roots.” – Marcus Garvey

The history curriculum at Cann Bridge School is inclusive, meaningful, and accessible for learners with severe learning difficulties (SLD). It aims to develop a personal sense of the past, helping learners understand change over time, reflect on their experiences, and build a sense of identity. Learners use their understanding of past events to inform choices and decisions in the present and future.

We promote a diverse and representative view of history, celebrating the contributions of women, global majority communities, and LGBTQ+ individuals. Learners explore Britain’s past and world history through inclusive, multicultural perspectives, developing critical thinking, empathy, and respect for others.

The curriculum emphasises key areas of the Key Stage 1 National Curriculum:

- Changes within living memory
- Events beyond living memory
- Lives of significant individuals contributing to national and international achievements

Rather than following a strict chronological narrative, our intent is to develop learners’ understanding of personal, local, national, and global history in relevant and meaningful ways. We aim to deepen learners’ cultural and environmental awareness, helping them become confident, curious, and independent in their communities and beyond.

Implementation

History is delivered through discrete lessons, continuous provision, and cross-curricular opportunities, ensuring learners experience meaningful, functional, and engaging learning.

Curriculum Rolling Long Term Programme

The Rolling Long-Term Curriculum Programme provides a clear structure for developing history knowledge and skills throughout each learner’s journey. Teachers use assessment frameworks to identify starting points and plan next steps, ensuring learning is personalised, scaffolded, and responsive to individual needs. Educational visits, stories, art, and project-based learning allow learners to apply knowledge and deepen understanding of historical concepts.

A variety of approaches—including multi-sensory activities, hands-on experiments, and exploratory learning—enable learners to access history in enjoyable and accessible ways.

The curriculum aligns with the National Curriculum while remaining flexible to meet the needs of learners on informal, semi-formal, and formal pathways, ensuring appropriate challenge and support.

Early Years and Key Stage 1

Learners develop essential skills through specialist teaching, fostering independence and understanding of their surroundings. History helps learners “make sense of their expanding world and their place within it through nurturing their wonder, curiosity, agency, and explorative drive” (Birth to 5 Matters).

Learning integrates daily experiences, including people important to the learner, their community, and the environment. Through play, storytelling, and personalised learning, learners develop an understanding of the past, recognize differences and similarities with others, and begin forming connections with the wider world. History is taught through discrete lessons and continuous provision, with short, structured teaching in Key Stage 1.

Key Stage 2 and Key Stage 3

Learners follow informal, semi-formal, or formal pathways. The informal pathway emphasises sensory-based learning, encouraging curiosity and exploration. Semi-formal and formal pathways alternate history and geography lessons, providing a comprehensive understanding aligned with the National Curriculum:

- Changes within living memory
- Events beyond living memory that are significant nationally or globally
- The lives of significant individuals in the past who have contributed to national and international achievements
- Significant historical events, people and places in their own locality

History Medium-Term Planning

History Resources

- **Currently under review**

Assessment and Accreditation

Progress in history is tracked using B Squared Assessment Frameworks, providing a clear and consistent approach to monitoring and evaluating learning. This system identifies gaps in knowledge, informs planning, and supports personalised teaching.

In EYFS and Key Stage 1, history progress is assessed using the Early Steps Assessment Framework. This is used as a baselining framework to identify pupils starting points in Key Stage 2 and beyond.

From Key Stage 2, for learners on the semi-formal and formal pathways, progression is guided by the *Progression Steps – History* (Key Stage 2 & 3), which align with and aspire towards the National Curriculum. These frameworks build on prior learning, providing personalised support, appropriate challenge, and opportunities for academic and personal growth.

For learners on the informal pathway, assessed using the *Engagement Model*, history supports and measures engagement through multi-sensory interactive experiences. Here, activities are designed to stimulate interaction, with assessment focused on engagement rather than the acquisition of specific skills. Assessment and progress is captured using the Engagement Steps Assessment Framework.

For more information about our Assessment Processes, please see our Planning, Assessment, Marking, Reporting & Recording Policy

Staff Training and Continued Professional Development (CPD)

Ongoing CPD is essential to maintaining high-quality history provision and supporting staff confidence, subject knowledge, and pedagogical expertise. At Cann Bridge School, we prioritise a structured and responsive approach to professional development that reflects the evolving nature of technology and the diverse needs of our learners with severe learning difficulties.

Key CPD priorities include:

- **Staying Current:** Ensuring staff remain informed about emerging technologies, teaching methods and evidence-based approaches to history education.
- **Effective Pedagogy:** Developing strategies for scaffolding, adapting content, and using concrete–pictorial–abstract methods to support learners across all pathways.
- **Curriculum Alignment:** Supporting staff to plan and deliver history lessons in line with recognised frameworks such as *B Squared*.

- **Inclusive Practice:** Equipping staff with tools to meet the needs of diverse learners, including those requiring assistive technologies or sensory-led approaches.
- **Audit and Targeted Support:** Conducting annual audits of staff confidence and subject knowledge to inform personalised CPD plans.
- **Moderation and Collaboration:** Holding regular moderation sessions to ensure consistency in assessment, share best practice, and foster collaborative reflection.

This structured approach to history CPD strengthens teaching quality, promotes consistency, and enhances learner outcomes by ensuring all staff are equipped to deliver inclusive, engaging, and future-focused history education.

Impact

Learners develop key historical skills, including chronological understanding, cause and effect, and historical enquiry, while fostering personal growth through connections to identity, culture, and community. They become curious, think critically, and develop empathy by exploring diverse narratives, including underrepresented perspectives. Learners gain confidence, independence, and the ability to make informed decisions about the world around them.

Monitoring, Evaluation, and Review

Equal access to the history curriculum is maintained through continuous monitoring and evaluation. The Understanding of the World Team Lead meets regularly with the curriculum team to review learner progress and ensure alignment with the school development plan.

Monitoring activities include:

- Action Plan review
- PLG progress analysis
- Learning walks and planning scrutiny
- Curriculum conversations and moderation
- B Squared and Evisense analysis
- School Improvement Partner and Education Improvement Officer visits
- Stakeholder surveys
- Staff training evaluations
- Book looks

This policy links to the following policies and procedures:

- 14-19 Curriculum Policy
- EYFS Curriculum Booklet
- EYFS Policy
- Pathways to Independence Policy
- Planning, Assessment, Marking, Reporting & Recording Policy
- Curriculum Long-Term Rolling Programme