



Cooper Perry Primary School

History Statement of Practice

Vision

At Cooper Perry Primary School, we aspire to provide a high-quality history education that enables all pupils to develop a coherent knowledge and understanding of Britain's past and that of the wider world. Through our rich and well-sequenced History curriculum, we seek to inspire curiosity, ignite fascination and deepen children's appreciation for the complexities of human history. We want every learner to leave Cooper Perry with a strong sense of identity, informed by an understanding of significant people, events and developments that have shaped society.

Our vision for History is rooted in the belief that learning about the past helps pupils understand their place in the world today. We aim to support children in becoming well-rounded, empathetic citizens who demonstrate open-mindedness, tolerance and respect. By exploring historical perspectives and diverse narratives, pupils develop the ability to view issues from multiple viewpoints and to recognise the value of diversity within society.

Intent

At Cooper Perry, our history curriculum is designed in alignment with the school's core values, enabling children to develop a lasting appreciation of the past and a recognition of the lessons it offers for the present. Through clearly sequenced content and small, carefully structured steps, the curriculum progressively builds both substantive and disciplinary knowledge, which includes the skills required to think and work as historians.

Pupils are taught to develop a secure chronological framework, understanding how civilisations, eras and key events connect over time. Substantive knowledge is introduced and revisited through the development of historical vocabulary and key concepts (see appendix 1). These concepts underpin our approach to disciplinary knowledge and enable pupils to think critically, ask meaningful questions and construct well-supported historical interpretations.

We intend for pupils to understand the complexity of people's lives, the processes of societal change, the interactions between groups and the diversity of cultures across time. The curriculum encourages active engagement, creativity and real-life experiences that bring history to life. Through enquiry-based learning, pupils develop their own historical perspectives, supported by evidence and critical thinking.

Curriculum

Our curriculum design begins in the Early Years Foundation Stage, where learning focuses on familiar people, experiences and events. This grounding in personal and immediate history establishes early enquiry skills and lays the foundation for later study of events beyond living memory. As pupils move through the school, the historical content gradually increases in depth, complexity and chronological distance. This progression ensures a coherent narrative that spans recent history to ancient civilisations, empire, monarchy, exploration and global change.

Each unit provides opportunities for pupils to deepen understanding of our school values as they explore key themes such as significance, chronology, diversity and relationships between groups. The curriculum carefully links to other subjects, particularly geography, to strengthen contextual understanding and develop connections across disciplines.

Local History

Local history is a consistent focus across all year groups. Understanding their own community's past enables pupils to recognise their personal place within history and strengthens their sense of identity. These studies also provide meaningful links to geographical learning and support children in making sense of contemporary events. Enquiry questions underpin each study, guiding discussion and building curiosity.

In EYFS, pupils begin to develop historical enquiry by exploring people familiar to them and talking about significant events in their own lives. This early grounding develops the vocabulary and thinking skills needed for later study of history beyond living memory.

Although history is not taught daily, cross-curricular links are intentionally built into subjects such as English, art and reading to ensure that historical knowledge and skills remain relevant and embedded across the wider curriculum. Strong oracy is valued and promoted; pupils regularly discuss and justify their ideas, refining their ability to articulate historical reasoning with clarity and accuracy.

Implementation

Knowledge Organisers

Knowledge organisers are an essential tool used in every unit. They outline what pupils should already know, the key learning endpoints, essential vocabulary and the historical skills they will develop. In Key Stage 1, these organisers are kept in floor books and referred to at the start of lessons; in Key Stage 2, they are stored in individual history books. Teachers embed the use of knowledge organisers throughout lessons, particularly during the 'Connect' segment, ensuring that children make links across year groups and revisit core knowledge regularly.

Historical Vocabulary

A carefully sequenced progression of historical vocabulary supports pupils in building the language needed to understand complex concepts and explain significant events. Each unit includes specific vocabulary linked to the period or theme of study, helping pupils strengthen both substantive and disciplinary knowledge.

Retrieval Strategies

Retrieval practice is embedded into every lesson to support long-term memory and ensure retention of substantive knowledge. 'Connect' activities enable pupils to revisit prior learning from earlier units and year groups, helping them recognise progression over time. Teachers use these activities to address misconceptions, consolidate understanding and identify areas that require further focus. Monthly retrieval lessons provide additional opportunities to revisit key content and strengthen memory.

Inclusion

At Cooper Perry, we are committed to ensuring that every child can access and thrive within our History curriculum. Learning is adapted thoughtfully so that all pupils can engage meaningfully with historical knowledge, concepts and enquiry.

Teachers provide a range of scaffolds to support understanding, such as adapted texts, visual aids, vocabulary banks, timelines, structured sentence stems and guided questioning. These supports allow pupils to develop historical thinking at a level appropriate to their needs while still being challenged to deepen their understanding.

Impact

At Cooper Perry, pupils understand that their learning in history is purposeful and relevant to their lives. Our approach ensures that children leave school with the ability to think critically, discuss diverse perspectives with empathy and respect, and make informed connections between the past and the present. As a result, they celebrate diversity, challenge discrimination and recognise the impact of actions and events on individuals and communities.

Pupils can confidently articulate what they have learned and explain why it matters. They develop a secure chronological understanding and can reference significant people, places and events, demonstrating both substantive and disciplinary knowledge.

Assessment of Learning

Formative assessment is integral to history teaching. Teachers use retrieval tasks, enquiry questions and discussions to continually assess understanding. Pupils answer key enquiry questions using appropriate vocabulary and historical knowledge, demonstrating their ability to explain how and why events occurred and to use evidence effectively.

Retrieval days allow teachers to assess long-term retention and plan accordingly to address misconceptions and fill knowledge gaps.

Marking and Feedback

Feedback is provided live wherever possible, enabling pupils to respond, improve and refine their understanding during the lesson. Whole-class discussions support pupils in developing the ability to consider different interpretations, fostering the mindset of a true historian. Standards in handwriting, spelling and presentation are upheld consistently across all subjects, including history.

Appendix 1

Vocabulary:

Key Substantive Knowledge - key facts such as dates or information about an event. These are the key knowledge statements found on the progression document which are then transferred to the Knowledge Organisers.

Disciplinary Knowledge – these are the skills that children learn throughout the school. They are mapped out on the progression document and then placed in the skills box on the Knowledge Organisers for each unit.

Disciplinary knowledge is concerned with developing historical rational and critical thinking within enquiry, and can be categorised into 8 Disciplinary concepts that are systematically developed in our history curriculum:

- Historical Enquiry - asking questions, using sources and evidence to construct and challenge the past, and communicating ideas.
- Continuity and Change - We investigate what has changed and what has stayed the same over a period of time.
- Cause and Consequence - We know why things happen and what happens as a result.
- Similarity and difference - We compare periods of history and identify what is similar and what is different.
- Historical significance - We investigate who and what is important.
- Evidence and Interpretation - We use sources and think critically about what happened in the past.
- Chronology – We place events from the past in the order that that occurred.