Alexandra Park Primary School

Care, Aspire, Achieve

History Report 2026-27

History is a valued part of the curriculum at Alexandra Park Primary School as it gives us a sense of identity, set within our social, political, cultural and economic relationships. History fires the children's curiosity about the past in Britain and the world. It plays an essential part in preparing us for living and working in the modern world. History is about real people who lived in the past and real events that happened, set in a context of time. History is concerned with sequence, time and chronology and is the study of evidence and the past. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. Such understanding comes from the study of life in the past, of thoughts, beliefs, emotions, actions and artefacts. In history, children find evidence, consider it and reach their own conclusions. To do this, they need to research, sift through evidence and argue their point of view - skills that are essential in adult life.

Fundamental Values

At Alexandra Park Primary School, we understand clearly our responsibility in preparing children for their next stage of education and for the opportunities, responsibilities and experiences of later life, laying the foundations so that they can take their place successfully in modern British society. We promote a respect for and understanding of different faiths, cultures and lifestyles. The spiritual, moral, social and cultural development of each child is central to everything that we do as a school through our shared vision of "Care, Aspire, Achieve". This is evidenced through our teaching and learning, our inclusive environment and through the many opportunities provided for our children to understand democracy, law, liberty, mutual respect and tolerance.

Planning

At Alexandra Park Primary School, "Care, Aspire, Achieve" is at the forefront of our curriculum design. The History curriculum is carefully planned to engage and challenge all of our learners, to encourage them to show respect for others and to endeavor to produce work that they can be proud of. Our aim in all foundation subjects is to embed the 'Seven Steps to Learning' (Movement, Games, Creativity, Challenge, Ownership, Meaning and Celebration), which have been developed to raise standards and motivation across the school. Our long-term and medium-term plans map out the themes covered each half term for each year group. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term. To ensure coverage of all objectives, teachers have planned the full year of 2026-27, deciding which objectives they will cover in each half term. This will also enable children to be given the opportunity to apply their historical skills and knowledge in other areas of the curriculum. Teachers look for cross-curricular opportunities wherever possible: presenting comparisons in Venn diagrams (maths); investigating Anglo-Saxon and Viking place names in Year 5 (geography); use of hot seating and freeze frames (drama); research using the internet (computing); and producing extended pieces of writing (English).

Assessment

Children are encouraged to take ownership of their own learning through the completion of regular quizzes throughout each unit of work. These low-stakes assessments allow teachers to monitor children's progress and adjust their teaching accordingly. Assessment of the children's work is ongoing to check understanding and ensure that progress is being made. Practical lessons provide hands-on learning, ensuring concrete understanding. At the end of each unit, pupils complete a consolidation of learning activity (COLA) in which they retrieve and collate what

they have learned to strengthen their understanding. Assessment is based on questioning and verbal discussion as well as regular quizzes and recorded work.

Feedback and marking of work are guided by the school's marking policy and children are given time to respond to this feedback to progress their learning further. Teaching staff take part in moderation sessions to ensure children are reliably and consistently assessed at WTS or EXS standard.

Collecting Evidence

Work scrutinies and pupil voice have shown that history is a subject that is highly valued by staff and pupils. The children are positive about their learning in history and are responding well to the variety of teaching and learning approaches they are being exposed to. All year groups increasingly use an evidence-based approach to the subject, placing children at the centre of their own learning as detectives piecing together clues about the past and forming their own conclusions. Tasks are often open-ended, providing challenge for all pupils. Learning is presented in a variety of ways, with teachers making good use of activities such as Venn diagrams, a 'diamond nine' approach to making judgements and the use of jigsaws to piece together and begin to interpret evidence. Children are given regular opportunities to interpret historical sources, make comparisons and empathise with historical figures and groups. Discussion with teachers has shown that all feel confident in delivering the history curriculum in a variety of ways, incorporating art, drama/role play and computing where appropriate.

Enrichment Opportunities

- In addition to some exciting history-themed museum visits and immersive experiences, there are opportunities for plays and performances linked to the children's thematic work in history, to which parents are invited in to watch

Targets for 2026-27

- To continue to monitor teachers' use of unit plans for each topic. Each unit plan should include examples of prior learning that the unit will build on, key vocabulary to teach and clear, specific learning objectives that children can be assessed against. Essential knowledge and additional knowledge should be identified for each lesson in the sequence together with links to the relevant subject-specific concepts

- To continue to support and develop teachers' use of adaptive teaching approaches to meet the needs of all learners and support all children to make good progress

- To begin work on a whole-school approach to local history that addresses the growth of our local area during the industrial revolution, including links with the transatlantic slave trade

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SEND provision in history at Alexandra Park

