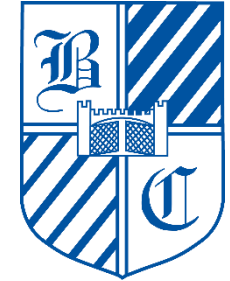


History at Butlers Court



Our Butlers Court family nurtures kind, resilient, ambitious and curious children. Our caring environment supports well-being and self-belief, encouraging everyone to flourish. Through a wide range of experiences and opportunities, every child has the chance to shine, developing a love of learning and prepared for the ever-changing world and a future of possibilities.

Curriculum Intent

We offer all children a broad and exciting curriculum that inspires creativity, builds strong subject knowledge, and makes learning enjoyable and meaningful.

We nurture curiosity and develop essential skills such as problem-solving, communication, and independent thinking through engaging and memorable experiences.

We value every child's voice, encouraging them to express their opinions and take an active role in school life.

Our Values

Resilience

Honesty

Responsibility

Respect

Tolerance

Honesty

Curriculum Intent – We aim to ...

It is our intent that the History curriculum at Butlers Court School inspires pupils and encourages curiosity about the past and that of the wider world. Through our curriculum we intend to provide the children at Butlers Court with historical knowledge that develops their understanding through use of historical enquiry, questioning and facts. The exciting history curriculum aims to ensure that children have a deeper understanding of chronological order and historical terms with the key thread of factual learning embedded throughout to promote sticky learning.

Our curriculum enables pupils to be confident, courageous and resilient historians. At Butlers Court we ensure to develop the ability for pupils to interpret and evaluate primary and secondary sources of evidence. In addition, we create inquisitive historians who ask and answer questions, and makes links between events in the past. Studying History allows children to appreciate the many reasons why people may behave in the way they do, supporting children to develop empathy for others while providing an opportunity to learn from mankind's past mistakes. Our History curriculum aims to support pupils in building their understanding of chronology in each year group, making connections over periods of time and developing a chronologically-secure knowledge of History.

A sequenced curriculum

At Butlers Court, our History curriculum works aims to inspire pupils to be curious and creative thinkers who develop a complex knowledge of local and national history and the history of the wider world. Working alongside the Kapow scheme, we want pupils to develop the confidence to think critically, ask questions, and be able to explain and analyse historical evidence. Through this scheme of work, we aim to build an awareness of significant events and individuals in global, British and local history and recognise how things have changed over time. History will support children to appreciate the complexity of people's lives, the diversity of societies and the relationships between different groups. Butlers Court's history scheme aims to support pupils in building their understanding of chronology in each year group, making connections over periods of time and developing a chronologically-secure knowledge of History.

Vocabulary

Vocabulary plays a crucial role in supporting our history curriculum by enabling pupils to access, understand, and communicate historical knowledge with confidence and accuracy. From EYFS to Year 6, vocabulary is carefully planned and sequenced to ensure progression and coherence, allowing pupils to encounter and revisit key historical terms across a range of contexts and time periods. This cumulative approach supports pupils in making connections between different historical eras, concepts, and themes, while also building their disciplinary knowledge of how history is studied and interpreted. Key vocabulary is clearly highlighted on our knowledge organisers, which are used consistently across year groups to support retrieval and reinforce understanding. These terms are explicitly taught and modelled in lessons, with opportunities for pupils to explore meanings, apply them in context, and use them across a range of speaking, reading, and writing activities. Strategies such as word banks, visual aids, timelines, and regular revisiting of terms help embed vocabulary into long-term memory. Through this structured and purposeful approach, pupils develop a rich and precise historical vocabulary that supports their ability to think critically, ask questions, and engage deeply with historical content.

repetition and retrieval

Our history curriculum is built upon high levels of purposeful repetition, designed to ensure that pupils retain key knowledge and develop a deep understanding of historical concepts over time. Techniques such as 'sticky starters' at the beginning of lessons allow pupils to revisit prior learning, reinforcing key facts and vocabulary and helping to build strong, long-term memory connections. This consistent retrieval practice enables pupils to do more and remember more as they progress through school.

Our curriculum is underpinned by the two strands of Procedural and Disciplinary knowledge, which are systematically revisited and developed in every year group. Procedural knowledge—how we study history—is supported through structured activities that build pupils' confidence in using sources, identifying evidence, and constructing arguments. Disciplinary knowledge—the frameworks that underpin historical understanding, such as cause and consequence, change and continuity, or significance—is explicitly taught and applied regularly across units. Repeated exposure to these core concepts ensures that, by the end of Key Stage 2, pupils are able to think, question, and write like historians with increasing independence.

Retrieval practice is woven throughout the curriculum, both within and across units. In-lesson strategies such as highlighting key vocabulary on knowledge organisers, using low-stakes quizzes, reviewing prior learning through discussion, and applying concepts to new content help pupils consolidate their knowledge. Long-term retrieval opportunities are also carefully planned, with topics and key concepts deliberately revisited beyond the term in which they were originally taught.

knowledge focused

Our history curriculum comprises of four interrelated strands of knowledge:

Procedural knowledge represents the skills of a historian. For example, from KS1 pupils are taught how to analyse historical sources. This is taught in every History topic, as pupils move through school, they are presented with increasingly complex sources and are taught how to analyse them in increasingly complex ways.

Disciplinary knowledge is knowledge about how historians investigate the past, and how they construct historical claims, arguments and accounts - i.e. it is the knowledge of how to undertake a historical enquiry.

Substantive knowledge represents the historical content that is taught in each class – in planning, this knowledge is presented as specific 'learning outcomes' – the content we want our pupils to know and remember.

Substantive concepts are specific terms that often don't have a fixed meaning, and as a result, are context dependent. In history, this would include concepts such as Empire, Monarchy, Law or Conflict. Substantive concepts appear throughout the history curriculum and are explored in different classes through different historical periods.

Assessment

We believe that assessment in History is more than just facts and dates. Throughout our units of work, children's progress is constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. Furthermore, each unit has a skill catcher and knowledge assessment quiz which can be used at the end of the unit to provide a summative assessment.

Opportunities

We aim to provide opportunities for pupils to make links to the past, either through out of school visits, special days hosted by historical specialists or through first-hand contact with artefacts from the past. Trips include visits to the Roman Verulamium in St Albans and Stone Age roundhouses We also encourage pupils to discover their family's links to historical events within living memory, valuing the memories and experiences of the older generations and how they have been preserved through photographs, artefacts and written sources.

SEN and inclusivity

The content of the curriculum is not reduced for pupils with SEND, rather the manner in which they access the curriculum and produce work related to it, is amended to suit their needs. Any adaptations concentrate on how the content is taught, rather than the content. Teachers use a range of differentiated strategies, such as visual aids, scaffolded tasks, and tailoring learning to pupils' needs, to ensure all pupils can engage meaningfully with the History curriculum. High expectations exist for all pupils at their own level of understanding.

Strong foundations

In EYFS, children begin to understand the difference between the past and present. As part of Understanding the World, the Past and Present Early Learning Goal requires that children understand the concept of 'past', laying the foundations of chronological awareness. Children draw upon their own experiences and experiences of characters in stories to increase their understanding of the past. In both Nursery and Reception, learning involves sharing stories, holding discussions and exploring items from the past.

Curriculum Impact

When our pupils leave Butlers Court, we hope they have a passion and enjoyment for History and are equipped with a range of skills to enable them to succeed in their secondary education. Pupils will have a secure understanding of chronology and interlinking time periods. Pupils will be able to analyse a range primary and secondary sources and can make inferences about the past from these, understanding that perspective can affect the evidence. In addition, they will be critical and analytical thinkers who are able to make informed and balanced judgements based on their knowledge of the past. Furthermore, pupils will know and understand how history has shaped modern day Britain and how this has influenced the wider world.