Learning and Caring Together, "…they will flourish in the courts of our God." (Psalm 92:13)

Intent – Building Strong Foundations in History – so ALL our children can flourish

At St Edward's, we believe that every child is capable of success in history. Our intent is grounded in our vision of learning and caring together, ensuring that all pupils – regardless of background or need – flourish through developing a secure understanding of the past.

In line with the Ofsted Education Inspection Framework (EIF), we aim to build secure, connected, and progressive historical knowledge over time. Through a carefully sequenced, ambitious curriculum, pupils develop chronological understanding, historical vocabulary, enquiry skills and the ability to understand and interpret evidence.

We teach history so that every learner, including those with SEND and those who are disadvantaged, has full access to high-quality teaching and learning opportunities. Lessons are adapted, not diluted, maintaining ambition for all.

We provide opportunities for every pupil to experience success, ensuring that adaptations are purposeful, evidence-informed, and inclusive.

At St Edward's, we nurture a "can-do" mind-set in both staff and pupils and encourage our value of perseverance. We aim for every child to:

- Build strong historical foundations through coherent, well-sequenced learning.
- Feel confident, capable, and valued as historians.
- Experience challenge and success through well-planned adaptations.
- Develop chronological understanding, historical enquiry and the ability to use evidence within a caring, inclusive environment.

Implementation – How We Help Every Child Flourish

Our approach prioritises high-quality classroom practice first. Adaptations are embedded to remove barriers, reduce cognitive load and promote independence, ensuring all pupils can access the full breadth of the history curriculum.

Our Key Principles

High Expectations for All

We foster ambition for every learner. Teachers promote a growth mind-set and communicate the belief that all pupils can achieve in history. This inclusive approach builds curiosity, confidence, perseverance and courage.

Knowing Our Pupils Well

Relationships are central to our ethos. Teachers know their pupils' individual strengths, barriers and interests, allowing responsive adaptation and bespoke support that helps every learner engage with the past and thrive.

Targeted and Bespoke Support

Personalised targets and precise interventions are informed by ongoing assessment and internal tracking systems. Support is evidence-based, ensuring adaptations have impact and enable meaningful progress in historical knowledge and skills. This is monitored frequently and with rigour.

Inclusive Learning Environments

Classrooms are designed to promote access and independence. Working walls, timelines, visual sources, vocabulary prompts, maps, artefacts and structured resources are visible and purposeful. They support pupils' working memory, recall key vocabulary and help pupils make connections between people, places and events.

Curriculum Access and Ambition

Our curriculum is ambitious for all. Where pupils need additional steps to secure understanding, bespoke interventions and timely adaptations ensure key historical concepts, vocabulary and chronological relationships are understood before progression.

Timely and Specific Feedback

Feedback is immediate, accurate and actionable. Misconceptions about chronology, cause and consequence, significance, change and continuity are addressed swiftly so pupils can consolidate understanding and move forward confidently.

Historical Enquiry and Evidence

Foundations of historical learning are grounded in purposeful enquiry. Pupils explore primary and secondary sources, artefacts, images, maps and accounts to develop understanding of the past. Some pupils may need additional modelling, repeated practice or carefully selected sources for longer to secure deep understanding. Effective Assessment for

Learning (AfL) dictates when children are ready to move on once strong foundations have been built.

Purposeful Questioning and Modelling

Teachers model high-quality historical language and thinking. Questioning is adapted to probe understanding, develop explanations and scaffold the use of evidence. Pre-teaching and overlearning are used to strengthen foundations, vocabulary and confidence.

Effective Scaffolding

Temporary supports such as visual timelines, vocabulary banks, sentence stems, graphic organisers, source frameworks and technology reduce barriers and promote independence. Scaffolds are gradually withdrawn as pupils' confidence and historical understanding grow.

Developing Independence and Perseverance

Pupils are encouraged to take ownership of their learning. We want our children to know more, remember more and do more. Adults support pupils to persevere through historical enquiry and challenge, and celebrate all levels of progress, however small.

Impact – What Difference Does This Make?

Through high-quality, inclusive teaching and responsive adaptations, all pupils – including those with SEND and those who are disadvantaged – build stronger foundations and flourish as historians.

- Pupils develop confidence, chronological understanding, historical vocabulary and enquiry skills, demonstrating secure understanding that endures over time.
- Monitoring and assessment show that pupils with SEND and those who are disadvantaged make sustained progress from their starting points, closing attainment gaps and accessing age-appropriate historical content.
- Pupil voice reflects curiosity, self-belief and an enthusiasm for learning about the past.

