



Overview of history at Sowe Valley Primary School

Vision (Intent)	Immersion (Our Offer)	Personalising the Curriculum to Sowe Valley (Implementation)	
At Sowe Valley Primary School, our curriculum, which fully covers the National Curriculum, is carefully designed with pupils at its heart. It is underpinned by a commitment to providing a rich, coherent, and meaningful education that is specific to Sowe that builds knowledge and skills progressively over time, allowing children to understand where they belong in time and place. Learning begins by exploring themselves and their own personal history before expanding their historical knowledge of the local area (transport) and significant events (fire of London) and then look at British history in chronological order in KS2. Skills are clearly mapped and specific to year groups, supporting structured progression. Our curriculum is shaped around six golden threads that run through all subjects and key stages: Legacy, Hierarchy, Beliefs, Significant People and Events, Water, and Conflict and Resolution. These threads support pupils in making connections across different areas of learning, enabling them to revisit, apply, and deepen their knowledge throughout their learning journey. To embed these threads into classroom practice, we have developed bespoke learning mats for each topic. These support pupils in recalling prior learning, recognising key concepts, and understanding how knowledge builds over time across historical and geographical contexts. Local context is integral to our curriculum. We have identified significant people and places linked to Coventry, ensuring pupils develop a strong sense of identity and feel they boldly belong to the rich heritage of their city. By exploring the past through a local lens, our pupils understand where they come from, fostering pride in their community and a sense of place and belonging. To support both formative and summative assessment, we use ‘Know It, Show It’ questions. These are introduced at the start of a unit to focus learning and revisited at the end to enable pupils to showcase the knowledge they have acquired, helping them reflect on their journey and believe in their own potential. Our curriculum intent is clear: to deliver an ambitious and inclusive education that equips all pupils with the knowledge, cultural capital, and confidence to become lifelong learners and successful historians. At Sowe Valley, our intent is to provide broad, challenging, and inspiring historical themes that create a love of learning and a passion for history. Through engaging topics, children gain knowledge of ancient civilisations, significant people and events, and changes within and beyond living memory. They will develop the skills of historical enquiry, asking and answering thoughtful questions to deepen their understanding. We believe it is essential that our children develop a deep understanding of Coventry’s rich history. Our curriculum is designed to inspire curiosity about the past, promote a sense of pride in where they belong, and give them confidence to believe in their ability to make sense of the world. It is carefully sequenced so that current learning builds on secure foundations, ensuring children develop chronological understanding and the disciplinary knowledge needed to become skilled historians. As knowledge, skills, and vocabulary are purposefully planned across all year groups, we are determined that by the end of Year 6, every pupil will have the historical and cultural	Current Practice: At Sowe we follow a chronological, order for British History Every child will have an enrichment opportunity within each historical based theme. - Every child will have the opportunity to visit places of historical interest to enrich their learning. - Every child will visit the theatre. - Every child will visit a variety of museums Further Development: - Every child will have the experience of filling and burying a time capsule.	Reception Year 1 Year 2 Year 3 Year 4 Year 5 Year 6	Children learn about their own personal history such as talking about themselves as a baby and talk about past and present events that happened in their own life. They begin to make sense of own life-story & family’s history. Children will talk about how people lived in the past and about significant people and events in the past. Children begin their historical journey in KS1 with exploring local history in Sowe Valley and me exploring the school and local area. They explore first-hand accounts from Mrs Lewis who has worked at Sowe Valley for many years and Miss Wickens who came to Sowe as a pupil and is now a teacher. They focus on exploring artefacts and use of vocabulary. Children also have an opportunity to visit Selly Manor and explore life in 1666 when the Fire of London began. They will hear accounts from the time, explore everyday life of the period, play games from the past and dress up in period costume. Children will visit the famous Transport Museum and explore the rich history of Coventry’s transport legacy. They will find out about the life of James Starley and Sir Frank Whittle and the impact they had. They also explore local history of the city of Coventry and the village of Berkswell, building on the skills from Year 1, during the Town and Country theme. In the summer term, they explore The Seaside and look at how it has changed at Weston Super Mare since the Victorian era. Year 3 start the chronological journey with the Stone Age, Iron Age and Bronze Age in Autumn Term and visit Flag Fen Archaeological site. In the summer Term Year 3 focus on the Romans in Summer Term and visit the Lunt Roman Fort in Bagington, Coventry. They explore life of a soldier through marching and fighting in the Gyrus. They will look for archaeological evidence to find out about roman life and why the fort was built in Coventry. Exploring further afield, Children experience Anglo Saxon and Vikings by spending a day at with an expert Erik Eriksson who provides a hands-on workshops covering Vikings, Saxons, and 1066 and explore one of the largest private collections of period artifacts weapons and armour. The line of chronology continues with a study of Ancient Greece and the children enjoy having a Greek Visitor, Titus. It is an opportunity to dress up, explore their way of life and handle artifacts. Year 5 are also lucky to visit the Space Centre in Leicester so witness the history of the Space Race visit six interactive galleries, the UK’s largest planetarium, and the iconic 42m high Rocket Tower. Year 6 complete our local history units by investigating the Blitz of Coventry as part of the World War 2 unit. They explore the Blitz experience at Coventry Cathedral and are lucky to experience the Winchcombe Evacuee Experience. Children complete a unit on Ancient Civilizations, focusing on Ancient Egypt. Due to the nature of Mumification, we have planned for Year 6 to learn about Egyptians, and they enjoy an Egyptian day where they have the opportunity to dress up in Egyptian costume have an expert visitor day in school. In the summer term, children learn about South America & The Mayans.

capital to transition confidently into Key Stage 3 and beyond. We aim for all pupils to: Know and understand the history of the UK as a coherent, chronological narrative — from the earliest times to the present day — including how people’s lives have shaped this nation and how Britain has both influenced and been influenced by the wider world. • Know and understand significant aspects of the history of the wider world: including ancient civilisations, the expansion and dissolution of empires, the features of past non-European societies, and the achievements and follies of humankind. • Gain and apply a historically grounded understanding of key terms such as <i>empire</i>, <i>civilisation</i>, and <i>parliament</i>. • Understand historical concepts: Legacy, Hierarchy, Beliefs, Significant People and Events, Water, and Conflict and Resolution. • Develop an understanding of historical enquiry: how evidence is used to make claims, and how different interpretations of the past are formed. • Gain historical perspective by placing their growing knowledge into different contexts — local, national, and global — and across cultural, economic, political, religious, and social dimensions.			
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