

Hunton & Arrathorne Community Primary School

Curriculum Document: History



INTENT - The History Curriculum

It is our aim for children to leave our school as enthusiastic and competent historians who have a breadth and depth of understanding to equip them in their secondary education and beyond.

Our History curriculum is designed so pupils build knowledge and skills sequentially over time. Careful thought has been given to curriculum design. For example, in Key Stage 1 children are taught about people and events which are from within living memory. This allows them to reflect on the knowledge of themselves, parents and grandparents. They also begin to draw comparisons between the past and the present using themes which are within their zones of relevance: schools and toys. In Key Stage 2, pupils delve deeper into history beyond living memory, building on solid foundations from Reception and Key Stage 1.

5a. Continuity and change in and between periods	<ul style="list-style-type: none"> Look closely at similarities, differences, patterns and change Develop understanding of growth, decay and changes over time 	<ul style="list-style-type: none"> Identify similarities / differences between ways of life at different times 	<ul style="list-style-type: none"> Describe / make links between main events, situations and changes within and across different periods/societies 	<ul style="list-style-type: none"> Identify and explain change and continuity within and across periods
5b. Cause and consequence	<ul style="list-style-type: none"> Question why things happen and give explanations 	<ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result 	<ul style="list-style-type: none"> Identify and give reasons for, results of, historical events, situations, changes 	<ul style="list-style-type: none"> Analyse / explain reasons for, and results of, historical events, situations, changes
5c. Similarity / Difference within a period/situation (diversity)	<ul style="list-style-type: none"> Know about similarities and differences between themselves and others, and among families, communities and traditions 	<ul style="list-style-type: none"> Make simple observations about different types of people, events, beliefs within a society 	<ul style="list-style-type: none"> Describe social, cultural, religious and ethnic diversity in Britain & the wider world 	<ul style="list-style-type: none"> Understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies
5d. Significance of events / people	<ul style="list-style-type: none"> Recognise and describe special times or events for family or friends 	<ul style="list-style-type: none"> Talk about who was important eg in a simple historical account 	<ul style="list-style-type: none"> Identify historically significant people and events in situations 	<ul style="list-style-type: none"> Consider/explain the significance of events, people and developments in their context and in the present.

In mixed age classes, children work on a rolling programme to ensure coverage of the National Curriculum and ensure the full breadth of the historical periods studied. However, pupils are always taught to reflect on their prior learning to help them link events in history. Events and time periods taught are frequently link across previous units of work. For example, similarities between ancient civilisations are referred to, ensuring children understand that different civilisations were able to exist simultaneously around different parts of the world. To ensure children understand how time periods linked together, each lesson in our codified approach begins with chronology, which can range from investigating timelines to explore how time periods overlap to investigating how advancements in technology have developed throughout history.

In History, we follow best research practice and recognise the disciplinary concepts as **continuity and change, cause and consequence, similarity and difference and significance**. The ways in which children develop these disciplinary skills over time is demonstrated on the table above.

End of Key Stage outcomes are taken from ELG's with a specific historical focus* as well as National Curriculum outcomes for the end of Key Stage. In order to make children's progress develop on an upward trajectory, the objectives are split into targeted year groups. Furthermore, the history curriculum at our school is bespoke to the children's experiences and local history linked to the local area to ensure children develop an understanding of local history, the history of our country and also the history of civilisations around the world.

Substantive Concepts	Disciplinary Concepts	Key Concepts
<p>The skills which children learn during their time in school and which are essential to the subject knowledge (Sticky Knowledge)</p>	<p>The key concepts which allow the pupil to ‘think like a historian’. In History, we recognise these as:</p> <p>Continuity and change Cause and consequence Similarity / difference Significance</p>	<p>Concepts which recur during study and allow children to gain depth in their understanding:</p> <p>Democracy Culture Empire Entertainment Change over time Conflict Resistance Monarchy</p>

Intent - HISTORY IN EYFS

Why do we teach History? Why do we teach it the way we do?

At Hunton & Arrathorne Primary, our History Curriculum is centred around our children's knowledge and understanding of the wider world and community around them. Our children enjoy their History learning as they explore with peers, collaborating and thinking creatively. They develop knowledge and skills for life, expressing their viewpoints and gaining a wider and more in depth understanding of the similarities and differences between life today and in the past.

What do we teach? What does this look like?

At our school, we use artefacts, photographs and video clips to bring History to life and to compare old to new. During Reception, the children will have lots of opportunities to develop their sense of the past and present, through discussions. All children are encouraged to remember and share past events and experiences with others. Throughout half termly topics such as Seasons, Homes, Ourselves and People who help us, the children have opportunities to observe, explore and discuss how life was different in the past. The children also learn about significant people in the past such as Guy Fawkes and Captain Cook.

What will this look like? By the time children leave our EYFS they will be able to:

Knowledge and Understanding of the World

- Talk about the lives of people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.



LONG TERM PLAN

	YEAR A			YEAR B		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Year 1	How am I changing history?	How were schools different in the past?	How have toys changed?	How am I changing History?	How were schools different in the past?	How have toys changed?
Year 2	Who is the greatest history maker?	How did the Great Fire of London start?	What is a monarch? **Include a local monarch visit?	Who is the greatest history maker?	How did the Great Fire of London start?	What is a monarch? **Include a local monarch visit?
Year 3/4	Why did the Ancient Maya change the way they live?	Why did the Romans invade and settle in Britain? **Include local study	Who ruled Britain between 410 and 1066?	How did life change from the Stone Age to the Iron Age?	What is the legacy of the Ancient Greek civilisation?	What was important to the Ancient Egyptians?
Year 5/6	What was life like in Georgian Richmond and how has this affected Richmond today?	What was life like in Tudor England?		What can the census tell us about our local area?	What was the impact of World War II on the people of Britain?	

IMPLEMENTATION - Progression in History

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Interpretations	Look at books, videos, pictures, and artefacts to find out about the past. Begin to understand that different sources can tell us about history in different ways.	Explore eye-witness accounts to gain a deeper understanding of past events. Visit or learn about historical sites to investigate and interpret the past more directly. Begin to recognise that different people may have different interpretations of the same event.	Explore the idea that there are different accounts of history. Look at different versions of the same event and begin to compare them.	Understand that people represent and interpret events from the past in different ways. Recognise that some historical evidence may be propaganda, opinion, or misinformation.	Give reasons why accounts may differ, supported by evidence. Begin to identify reliable sources of information about the past	Analyse and explain how and why historical interpretations change over time. Critically evaluate the reliability of sources, distinguishing fact from opinion or bias.
Chronological Understanding	Understand the difference between things that happened in the past and present. Describe things that happened to themselves and others in the past (e.g., yesterday, last week). Use simple historical words and phrases such as last week, yesterday, before, after. Begin to recount changes in their own life and family history.	Use timelines to order events and objects, placing them in sequence. Understand and confidently use the terms 'past' and 'present' to describe events. Recount and describe more detailed changes over time in their own life and community.	Use a timeline to place historical events in chronological order within studied periods. Begin to describe dates and order significant events within those periods.	Understand that a timeline can be divided into BC and AD. Place events accurately on a timeline using BC/AD dates.	Identify and compare changes across different time periods, noting similarities and differences. Understand that some historical events occurred concurrently (e.g., Ancient Egypt and Prehistoric Britain).	Develop a more detailed understanding of timelines by linking events across wider periods, exploring overlaps and cause-effect relationships.
Organisation & Communication	Describe objects, people or events from history using simple language. Use a basic vocabulary of everyday	Record and present what they have learned through storytelling, drawing, writing, and drama. Begin	Communicate ideas about the past using a variety of genres, including writing,	Extend communication by using additional methods such as data handling,	Choose the most appropriate way to communicate ideas about the past depending on the	Plan and present a self-directed project or research about a historical period studied.

	historical terms (e.g., old, new, long ago). Begin to speak about how they have found out about the past, sharing simple ideas.	to organise information clearly when talking or writing about the past.	drawing, diagrams, drama, and storytelling.	role-play, and ICT to present historical ideas.	purpose and audience. Begin to plan and organise information clearly for presentations.	Communicate ideas effectively using a range of media and genres tailored to the audience and context.
Historical Enquiry	Identify different ways the past is represented, such as pictures, stories, and objects. Explore simple events from the past. Look at pictures and objects and begin to ask questions about them.	Use a range of sources such as photos, drawings, diaries, and eye-witness accounts to answer questions about the past. Develop more detailed questions about events and people studied. Begin to compare different sources to gain a fuller understanding.	Use documents, printed sources, internet, pictures, photographs, music, artefacts, buildings, and museums to gather evidence about the past. Ask simple questions and begin to find answers about historical events and people.	Continue to use a range of sources to find the most accurate and relevant information about the past. Start to choose reliable sources based on what they have learned.	Develop own lines of enquiry by posing and answering questions about the past. Use a variety of sources confidently to support or challenge their findings.	Plan and conduct independent historical investigations by choosing and evaluating sources carefully. Critically assess the reliability and usefulness of different types of evidence.

KS1

Year 1			Year 2		
Autumn: How am I changing history?	Spring: How were schools different in the past?	Summer: How have toys changed?	Autumn: Who is the greatest history maker?	Spring: How did the Great Fire of London start?	Summer: What is a monarch?
<p>National Curriculum Links:</p> <ul style="list-style-type: none"> - Develop an awareness of the past using common words and phrases. <p>Key Content:</p> <ul style="list-style-type: none"> - Changes within living memory. 	<p>National Curriculum Links:</p> <ul style="list-style-type: none"> - Ask and answer questions about the past. - Use sources to find information about the past. - Describe similarities and differences between ways of life in different periods. <p>Key Content:</p> <ul style="list-style-type: none"> - Changes within living memory. 	<p>National Curriculum Links:</p> <ul style="list-style-type: none"> - Ask and answer questions about the past. - Use sources to find information about the past. <p>Key Content:</p> <ul style="list-style-type: none"> - Changes within living memory. 	<p>National Curriculum Links:</p> <ul style="list-style-type: none"> - Use a wide vocabulary of everyday historical terms. - Use sources to find information about the past to show that they now and understand key features of an event. <p>Key Content:</p> <ul style="list-style-type: none"> - Lives of significant individuals. - Significant historical vents, people and places within their own locality. 	<p>National Curriculum Links:</p> <ul style="list-style-type: none"> - Use sources to find information about the past to show that they now and understand key features of an event. <p>Key Content:</p> <ul style="list-style-type: none"> - Events beyond living memory. 	<p>National Curriculum Links:</p> <ul style="list-style-type: none"> - Understand some of the ways in which we find out about the past and identify ways in which its represented. <p>Key Content:</p> <ul style="list-style-type: none"> - Changes within living memory. - Events living memory. - Lives of significant individuals. - Significant historical vents, people and places within their own locality.
<p>Sticky Learning:</p> <ul style="list-style-type: none"> - To know that photographs tell us about the past. - To know that the past is events that have already happened. - To know one similarity and one difference between now and the past. 	<p>Sticky Learning:</p> <ul style="list-style-type: none"> - To use the words past and present confidently. - To know a source tells us about the past. - To order three events on a timeline. 	<p>Sticky Learning:</p> <ul style="list-style-type: none"> - Know that historians divide time into decades and centuries. - Explain some popular toys in the 1960s. - Know how toys in the 1960s were different to now. 	<p>Sticky Learning:</p> <ul style="list-style-type: none"> - Name two facts about the following significant people: <ul style="list-style-type: none"> • Guy Fawkes • Mary Queen of Scots • Margaret Thatcher • Marie Curie • James Cook 	<p>Sticky Learning:</p> <ul style="list-style-type: none"> - Know the date the Great Fire of London started and where. - Know how the fire started and for how long it lasted. - Understand why the fire spread so quickly. 	<p>Sticky Learning:</p> <ul style="list-style-type: none"> - Know the monarch is the King or Queen and be able to name the current monarch. - Name three significant monarchs from the past. - Know that events (or reigns) may last for different amounts of time.
<p>Vocabulary:</p> <ul style="list-style-type: none"> - change, different, present, past, future, similar. 	<p>Vocabulary:</p> <ul style="list-style-type: none"> - beyond living memory, within living memory, source, similarities, differences. 	<p>Vocabulary:</p> <ul style="list-style-type: none"> - artefact, chronological, eyewitness, historians, entertainment. 	<p>Vocabulary:</p> <ul style="list-style-type: none"> - Significant, parliament, democracy, discovery, imprisoned 	<p>Vocabulary:</p> <ul style="list-style-type: none"> - Primary source, diary, firebreak, event, culture 	<p>Vocabulary:</p> <ul style="list-style-type: none"> - King, Queen, Monarch/Monarchy, power, rule, conquer.
<p>Visits/Visitors/Experiences:</p>	<p>Visits/Visitors/Experiences:</p> <p>Beamish</p>	<p>Visits/Visitors/Experiences:</p> <p>Richmond Museum Resources</p>	<p>Visits/Visitors/Experiences:</p> <p>Caslte Bolton, Leyburn</p>	<p>Visits/Visitors/Experiences:</p>	<p>Visits/Visitors/Experiences:</p>

IMPLEMENTATION

YEAR 3/4

Year A			Year B		
Autumn: Why did the Ancient Maya change the way they live?	Spring: Why did the Romans invade and settle in Britain?	Summer: Who ruled Britain between 410 and 1066?	Autumn: How did life change from the Stone Age to the Iron Age?	Spring: What is the legacy of the Ancient Greek civilisation?	Summer: What was important to the Ancient Egyptians?
Key Content: - A contrasting non-European society.	Key Content: - The Roman Empire and its impact on Britain.	Key Content: - The Viking and Anglo-Saxon struggle for the kingdom of England. Britain's settlement by Anglo-Saxons and Scots.	Key Content: - Changes in Britain between the Stone Age and the Iron Age. - Achievements of the earliest civilisations.	Key Content: - Ancient Greece: a study of Ancient Greece and their achievements. - Achievements of the earliest civilisations.	Key Content: - A contrasting non-European society. - Achievements of the earliest civilisations.
Sticky Learning: - Locate Central America on a map and name two countries. - Know theories as to why the Ancient Maya left their jungle cities. - now the difference between primary and secondary sources.	Sticky Learning: - Give three ways our lives have been impacted by changes made by the Romans. - Know the meaning of AD and BC. - Know one reason why the Romans settled in Britain.	Sticky Learning: - Know why the Romans withdrew from Britain. - To know what village life was like during the Saxon rule. - Know why Alfred the Great was so significant during the Viking era	Sticky Learning: - Understand how life changed throughout the Stone Age. - Understand how trade changed lives during the Iron Age. - Know why Skara Brae was significant. Know what impact bronze had during the Bronze Age.	Sticky Learning: - Know that democracy started in Ancient Greece. - Know the key events of the Trojan Horse story. - Know the difference between primary and secondary sources.	Sticky Learning: - Know why the River Nile was important to the Ancient Egyptians. - Explore why hieroglyphics were important. - Understand what the Ancient Egyptians believed about the afterlife. - Describe the process of mummification.
Vocabulary: - Constructed, sacrifice, reliable/unreliable, secondary source, deforestation, entertainment.	Vocabulary: - Archaeology, conquer, empire, invasion, settlement.	Vocabulary: - Conflict, kingdom, raids, invaders, settlers, resistance.	Vocabulary: - trade, hunter gatherer, farming, pre-historic, evidence, import.	Vocabulary: - secondary source, democracy, citizen, legacy, culture.	Vocabulary: - hieroglyphics, mummification, afterlife, importance, civilisation.
Visits/Visitors/Experiences:	Visits/Visitors/Experiences: Hadrian's Wall	Visits/Visitors/Experiences: Jorvik Centre	Visits/Visitors/Experiences: Druids Temple	Visits/Visitors/Experiences:	Visits/Visitors/Experiences: Hancock Museum

YEAR 5/6

Year A		Year B	
Autumn: What was life like in Georgian Richmond and how has this affected Richmond today?	Spring/Summer: What was life like in Tudor England?	Autumn: What can the census tell us about our local area?	Spring/Summer: What was the impact of WWII on the people of Britain?
Key Content: - A local history study.	Key Content: - A study of an aspect or theme of British history beyond 1066.	Key Content: - A local history study.	Key Content: - A study of an aspect or theme of British history beyond 1066.
Sticky Learning: - Know key events from the Georgian era and place them chronologically. - Identify examples of Georgian architecture. - Know that the Georgian Theatre in Richmond is the oldest working theatre in Britain.	Sticky Learning: - Interpret sources to understand more about the past. - Explain why Henry VIII had so many wives. - Make deductions about people using inventories. - Know how life during the Tudor era was similar and different to today.	Sticky Learning: - Know how to use a census to make inferences. - Know how to use other sources to verify the data in a census. - Describe the changes in the 1921 census. - Explore a local census and describe changes over time.	Sticky Learning: - Know that WWII started in 1939 and ended in 1945. - Know key figures: Neville Chamberlain, Adolf Hitler and Winston Churchill. - Give two reasons why Britain won the Battle of Britain and know why it was so important. - Describe why some children enjoyed being evacuated but why some children did not.
Vocabulary: - historical enquiry, architecture, locality, chronological order, influence, culture and entertainment.	Vocabulary : - interpretation, execution, propaganda, bias, tyrant, perspective.	Vocabulary: - Occupation, enquiry, verification, suffragettes, politics.	Vocabulary: - Propaganda, invasion, evacuation, rationing, significance, appeasement.
Visits/Visitors/Experiences: Richmond (Georgian Theatre)	Visits/Visitors/Experiences:	Visits/Visitors/Experiences: London	Visits/Visitors/Experiences: Eden Camp

IMPLEMENTATION - Rationale

Our History curriculum is progressive. In Key Stage 1, children work on key historical enquiry skills – investigating people, places and events from the past. Careful planning ensures that these events, people and objects link closely to the children’s lives – for example investigating toys through time and linking to events still celebrated today because of their impact on British history such as the Gunpowder Plot (5th November Bonfires).

Our curriculum is carefully structured so, even with mixed age classes, children are taught at an appropriate level and knowledge and prior learning are recapped. Because of the way our curriculum is structured, children gain an understanding into the local area and local history as well as core curriculum aspects.

Chronology should be at the heart of all history lessons. In some classes, due to the mixed-age nature, it is not possible to teach time periods chronologically. To counteract this, teachers place an importance of developing an understanding of chronology within all history lessons – ensuring children see links and are able to compare between periods studied and recognise that civilisations from around the world were able to exist concurrently.

To support our teaching of history, we have chosen to use a combination of Connected History and KAPOW learning units, supplemented by some bespoke units to ensure the curriculum matches the needs of our children. We have chosen these schemes as they provide teachers with a wide range of CPD to enable them to supplement their History of teaching. Every lesson follows a codified system to ensure consistency across school.

Children should be encouraged to engage ‘hands-on’ with history – through the use of artefacts, photographs, eyewitness accounts, visitors and visits to historical places of interest, exploring how historical sources help to teach us about the past.



IMPLEMENTATION – What a History lesson looks like...

An activity to enhance children's chronological understanding.



A retrieval activity based on prior learning and previous sticky knowledge.



Introduction to the learning objective.



Focus on key vocabulary.

How will children record this?



Lesson from the Kapow or Connected History scheme of work.



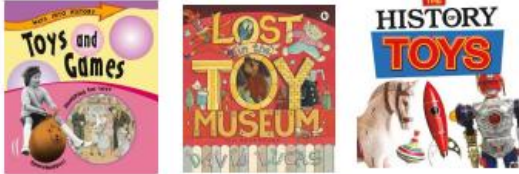
Reflection activity – linked to [historical threads bookmark](#).



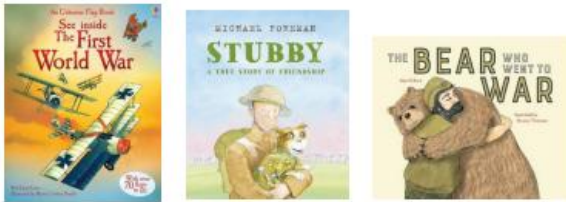
IMPLEMENTATION – Lifelong Readers in History

History – Reading Spine (Spring Term)

Year 1



Year 2



Year 3/4



Year 5/6



History – Reading Spine (Summer Term)

Year 1



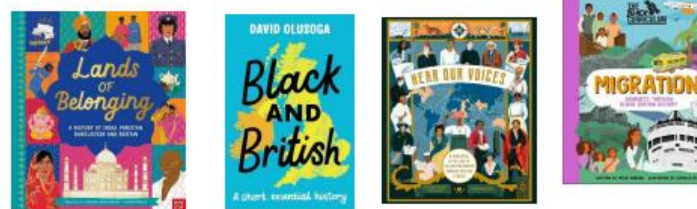
Year 2



Year 3/4



Year 5/6



IMPACT

We aim for all of our children to leave us as historians- mirroring the National Curriculum aims that children leave us with a coherent knowledge and understanding of Britain and the wider world. Pupils should gain history knowledge and skills over time, as well as the ability to develop an understanding of chronology and explore the idea that, events in the world may be taking place concurrently. As well as this they will be able to link substantive concepts in history across time periods, including comparing and contrasting them.



They should have a solid knowledge base which will stand them in good stead for future education. We aim to teach them about British history, world history and history of their local area through carefully progressive units. Crucially, we have created a bespoke curriculum which allows them to investigate history which is relevant to them now and, importantly, as adults of the future. Links drawn between subjects such as English, Geography and Computing allow children to demonstrate historical skills in other subject areas.