

The History Curriculum at Hunsley Primary

Children will be taught key historical periods in British history in chronological order, linking to European and World history. Children will learn about five Ancient Civilisations, which we feel are essential to understanding the impact of innovation and how these resonate in society today. For each of the historical periods, children will have the opportunity to relate their learning to local contexts (people and places). Children will study an aspect of British History over time. This will focus on linking periods of history studied with other periods not covered explicitly in our curriculum. This will enable our children to discuss the reliability of sources of historical information, debate the impact of significant individuals and the reasons why development and change happened. They will also explore the impact the past has on life in Britain and the world today.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children will talk about events that have happened to them in their living memory. They will talk about how things have changed during this time. Children will begin to use basic key vocabulary and concepts such as past, present, future.</p> <p>Children will explore the idea of events in the past through their chosen learning and key events throughout the year, such as Remembrance Day.</p>	<p>Children will learn about changes within living memory: how homes and seaside holidays have changed within the last 100 years.</p> <p>Children will find out about events beyond living memory</p> <ul style="list-style-type: none"> Great Fire of London (significant figure of Samuel Pepys) first aeroplane flight 	<p>Stone Age to Iron Age</p> <p>Roman Empire and impact on Britain (significant figure – Boudicca)</p> <p>Ancient Egypt (incl events beyond living memory – Discovery of Tutankhamun tomb) (significant figure – Cleopatra)</p> <p>How has British farming changed over time?</p>	<p>Anglo Saxons and Vikings (significant figure – Alfred the Great)</p> <p>Indus Valley (What do ruins tell us about the past?)</p> <p>How has British medicine changed over time? (Significant figure - Florence Nightingale)</p>	<p>Tudors and Stuarts - focus on religion and the gunpowder plot and Spanish Armada (significant events beyond living memory) (significant figures - Henry V111, Elizabeth 1, James 1)</p> <p>Ancient Greece (significant figure – Alexander the Great)</p> <p>How has British fishing industry changed over time? (specific focus on Hull)</p>	<p>Georgians – focus on empire/trade</p> <p>Victorians – focus on industrial revolution (significant figures - Queen Victoria and Lord Shaftsbury)</p> <p>Mayans</p> <p>How has British architecture changed over time? (specific focus on York)</p>	<p>The Blitz and World War 2</p> <p>Early Islamic Civilisation</p> <p>How has education in Britain changed over time?</p> <p>Which inventions have had the biggest impact on the world and why?</p>



Key threshold concepts

- Our children acquire specialised historical vocabulary and terminology and reinforce that acquired earlier in a broader range of contexts.
- Our children pose questions in order to make historical enquiries.
- Our children investigate, select, organise and effectively communicate their historical findings.
- Our children explore historical narrative and sequence and gain a sense of chronology and duration.
- Our children have the ability to compare and contrast historical sources, understanding their reliability and bias may affect what they tell us.
- Our children understand that cause, consequence and motivation affect historical events, understanding: invasion, settlement, religion, civilisation, power, conflict, politics, reform and bias effect historical events.
- Our children understand the contribution and significance of key individuals in history.
- Our children have an understanding of the nature and use of evidence and how this might lead to differing interpretations.
- Our children have an understanding of the parallels and contrasts between life then and today.
- Our children understand that interpretations can be contested and may be changed as new evidence emerges.
- Our children understand the different ways in which we find out about the past and identify ways in which it is represented.
- Our children identify the difference between fact and interpretation in historical narratives or accounts by using critical skills.