

The History Curriculum at Hunsley Primary

At Hunsley Primary we have developed a History curriculum which builds on our children’s enthusiasm to talk about events in their living memory which are significant to them. Our curriculum begins with a focus on talking about history that is already familiar to the children before progressing onto supporting them to understand that history goes beyond their own living memory. After sparking their curiosity in events from the past, children will explore key historical periods in British history in chronological order and will explore links to local people and places that have played significant roles in history. Children will also learn about five Ancient Civilisations, which we feel are essential to understanding the impact of innovation and how these resonate in society today. During these studies, children will develop key historical skills including: chronological understanding; interpretation and comparisons of historical sources; asking questions to make historical enquiries and identify links and patterns over time. Throughout the curriculum the children will revisit and build on knowledge of four key areas including invasion, settlement, religion and conflict in order to make connections between key events in history.

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 then, now and before.</p> <p>Children will explore the idea of events in the past through their chosen learning and interests and key events throughout the year, such as Remembrance Day and Bonfire Night.</p>	<p>Children will learn about changes within living memory: how toys 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>Anglo Saxons and Vikings</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 (significant events beyond living memory) (significant figures - Henry V111, Elizabeth 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>Victorians – focus on industrial revolution (significant figures - Queen Victoria and Lord Shaftsbury)</p> <p>Mayans</p> <p>The growth and decline of the British Empire (significant figure William Wilberforce)</p>	<p>The Blitz and World War 2</p> <p>Early Islamic Civilisation</p> <p>How has crime and punishment changed in the UK?</p>

Key threshold concepts

- Our children acquire specialised historical vocabulary and terminology and use them in a broad 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, and 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.