

History Curriculum Vision and Rationale:

The aim of our History curriculum is to inspire pupils' curiosity, so that they develop the necessary knowledge about life in the past, how the world has changed and developed over time and how significant individuals and movements have contributed to creating change that still impacts on our lives now. The subject provides them with rich experiences visiting museums and places of historical interest and other engaging contexts so that they become competent and self-reliant learners. It has a significant impact on whether they are secondary ready. In our curriculum, children work as young historians to develop the fundamental skills of historical enquiry and analysis. History also includes citizenship, developing their understanding of how fundamental British Values have developed over time which underpins the development of children spiritually, morally, socially and culturally (known as SMSC).

Curriculum Intentions:

1. *Reading, Language and Vocabulary development at heart off the curriculum*

A range of non-fiction resources are used to generate questions and give vocabulary in context Children are expected to communicate historically both orally, in their writing and through diagrams and timelines. Tier 3 ambitious vocabulary is pulled out in every lesson and games are used to develop understanding of the words and historical concepts. Vocabulary is available visually across the school e.g. in displays

2. *Experiential learning opportunities* to excite, enthuse and engage. Raising Aspirations.

Every year each year group will take part in at least one history-focused field trip. It is really important that learning starts with children's personal histories as well as looking beyond them. Each class will use artefacts, written and pictorial evidence to develop their historical enquiry skills. They will use technology to enhance the children's access otherwise unaccessible resources from around the world. Through History the children learn how our life today has been shaped by events in the past giving them an enthusiasm about the relevance of the subject.

3. *Creativity and Innovation.* Developing independence, thinking and questioning.

Children will develop skills of historical enquiry and creative thinking; they will learn to question historical sources and what we can learn from them, becoming safer and more independent in the face of "fake news" and marketing manipulation. In History, children work collaboratively and independently to develop questions. They consider the similarities and differences between the U.K and the wider world and think about why these

might occur. Fieldwork gives them opportunities to develop their resilience by overcoming personal challenges and minor setbacks (e.g. asking strangers to fill in a survey, getting dirty, losing data).

4. **Children as teachers**, sharing knowledge. Knowing more and remembering more.

We recognise that when children explain or teach a skill, they have learnt they are more likely to retain it. In history, regular opportunities are provided for children develop their own historical knowledge by sharing, what they have learnt, with teachers, parents and peers. This encourages children to question and be questioned, supporting a depth of knowledge and the ability to make connections within history and beyond.

5. **Valuing each other**. Promoting, respect, responsibility tolerance and understanding

By understanding the past and how that links with the present history develops respect for the world and the people within it. Children explore how human activity has impacted on the environment throughout history; by learning about how the actions of those in the past have impacted on the world we live in now, they learn how our action or inaction now can change the world for better or worse in the future.

History Progression of Substantive Knowledge

Strands	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Childhood	Toys: How have toys changed within living memory? How is childhood different for me, my parents and my grandparents?		Ancient Egypt: What was life like for a child in Ancient Egypt? Was it different for rich and poor? What were childhood mortality rates? <i>Ancient Egypt Experience (H.L)</i>	Roman Empire How did children learn in Roman times?	Victorians What were the significant changes in childhood during the Victorian era? What drove these changes? <i>Victorian Experience (H.L)</i>	WWII How did WWII impact the lives of children across Europe? Did this change childhood longer term? <i>WWII experience (H.L)</i>
Significant people	George Stephenson The Wright Brothers	Amy Johnson: what is her significance locally, nationally, internationally? Bessie Coleman (first female African American aviator) Samuel Pepys	Cleopatra (focus on links with Rome)	Boudicca Julius Caesar Muhammad ibn Mūsā al-Khwārizmī	Henry VIII Elizabeth I Jacques Francis, John Blanke, Cattelena of Almondsbury	Irene Sendler Lillian Billoca William Wilberforce
Significant events	Toys: Invention of computers	Great fire of London How did the fire start? History of early flight When were the first longer flights (international)?	Neolithic era - move from hunter gatherers to farming communities. Ancient Egypt Building of the pyramids	Roman Empire Invasion of Britain and its impact. Vikings Invasion of Britain and its impact Baghdad - the Islamic Golden Age The Abbasid Caliphate and establishment of Baghdad as a centre of learning and culture	Tudors Henry VIII's divorce and reformation - what long term impact did it have?	WWII Invasion of Poland and declaration of war. Evacuation of children from inner cities Blitz focus on Hull - how did it change our city. History of Hull Triple trawler disaster - what was the impact? Cod wars and impact.

<p>Crime and Punishment</p>			<p>Ancient Egypt Who made laws?</p>	<p>Roman Empire Who made laws and how were they upheld? How was it different from Ancient Egypt? Vikings Who decided on the punishments. Understand purpose behind punishments.</p>	<p>Tudors Who wrote and who upheld the laws? How were people tried? What differences were there from previous systems. Victorians How had the establishment and upholding of law changed since Tudor times? What was the most significant change? (police force).</p>	
<p>What did they do for us?</p>	<p>Transport How does faster transport improve our lives? Toys Has computing technology improved toys and games?</p>	<p>History of early flight How did flight change our world? Great Fire of London How did the great fire change housing in London? Did it improve?</p>	<p>Neolithic Era: How did the move from hunter gatherers to farming communities change our world? Ancient Egypt: what was their legacy?</p>	<p>Roman Empire How did building of roads in the UK change life for everyday people? Baghdad - the Islamic Golden Age What was the impact of the Golden age on maths and learning throughout the world?</p>	<p>Tudors How did the reign of Henry VIII change life in the UK? Victorians How did the industrial revolution change the world? Why are the views of the benefits of the industrial revolution now changing?</p>	<p>WWII What were the significant changes that have come about as a result of WWII?</p>
<p>Transport</p>	<p>Transport How has transport changed since our grandparents or parents were little? <i>Transport Experience (H.L)</i></p>	<p>History of early flight: Who was the first person to fly (hot air balloons) Who invented the first aeroplane?</p>		<p>Roman Empire How and why did Romans build so many roads - how did they differ from roads already in the UK? Vikings How did the Vikings skills in navigation and seafaring impact their movement around the world?</p>	<p>Victorians How did transport change during the Victorian era? What impact did this have on where people lived, how they worked and on their leisure time?</p>	<p>WWII What significant transport development changed the way that war was fought? History of Hull Why did people decide to build a settlement here? How has that shaped the industry the city relied on. How has that changed over time and why (consider the port,</p>

							whaling industry, fishing industry.) What part did Hull play in Northern European migration to the New World in the 19th century
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History Progression of Disciplinary Knowledge (skills)

Progression of Disciplinary Knowledge - being a historian							
Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological work	Can I talk about the past within the context of my own life, celebrations and significant events?	Can I order artefacts or pictures linked to a significant person or event?	<p>Can I add my area of study to a timeline in relation to prior historical learning from EYFS and Y1?</p> <p>Can I sequence events related to the significant person or event being studied?</p>	<p>Can I place my area of study on a timeline in relation to prior historical learning in KS1?</p> <p>Can I develop my understanding of British, local and world time periods by making links to my previous learning about significant people and events?</p>	<p>Can I place my area of study on a timeline as time periods in relation to prior historical learning (in KS1 and Y3)?</p> <p>Can I expand my understanding of British, local and world time periods by making links to my previous learning about significant people and events?</p>	<p>Can I place my area of study on a timeline among multiple time periods that I have previously studied?</p> <p>Can I build a chronological framework for British, local and world time periods?</p>	<p>Can I place my area of study on a timeline among multiple time periods that I have previously studied?</p> <p>Can I continue to develop a secure knowledge and understanding of British, local and world history within and across periods studied?</p>

					(expanding knowledge of time periods increase)		
Research & Sources	Can I use books, artefacts and pictures to find out about the past?	Can I understand that a source provides us with information about the past and that there are different types of sources?	Can I use a variety of sources to find out about the past?	Can I use different sources of information to build an increasing understanding of history and to ask and answer questions?	Can I recognise that sources can be interpreted in different ways? Can I understand that sources may be unreliable and can present facts and/ or opinions?	Can I select, organise and use information from more than one source to construct an informed response and/or opinion?	Can I use historical perspective, and understanding of reliability/bias, to discern and evaluate arguments and interpretations of the past?
Compare & contrast	Can I compare objects and pictures from the past and present?	Can I make observations about how objects familiar to me are different or similar to objects from the past? Can I make observations about life in the past and say what was the same and what was different?	Can I identify similarities & differences (linked to the substantive knowledge strands) between ways of life in different periods?	Can I compare and contrast periods of study through the identified substantive knowledge strands? Can I comment on change within the period of study, through the substantive knowledge strands?	Can I compare and contrast periods of study through the identified substantive knowledge strands? Can I comment on the significance of change brought about by individuals or historical events? (legacy)	Can I identify changes over time (linked to the substantive knowledge strands), the significance of these changes and suggest possible reasons for these? Can I comment on the significance and impact of change brought about by individuals or	Can I identify changes, note connections, contrasts and trends over time within the substantive knowledge strands? Can I identify continuity and change through time periods I have studied and suggest possible reasons for these?

						historical events? (legacy)	
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