

Intent – what do we want our history curriculum to provide?

The Curriculum

At Huntington Community Primary School, we aim to provide a rich history curriculum that has been constructed to provide our pupils with a secure, coherent knowledge about British, local and world history. We want our children to develop an understanding of historical concepts as they move from EYFS through to Key Stage 2. Our enquiry-based approach encourages children to raise questions, consider evidence carefully, and draw informed conclusions whilst constructing their own judgements about the past. Our curriculum also aims to teach children what it is to be a historian - providing carefully planned opportunities for pupils to develop their disciplinary skills. To empower our children to actively develop respect and tolerance for all, our history curriculum includes a range of cultures and historical perspectives to enable pupils to achieve these goals.

As outlined in the National Curriculum 2014, pupils will study, understand, and have an awareness of the history that has shaped the world they live in today. Children will leave our learning community knowledgeable about key people, events, and time periods from the past. We aim to encourage enthusiastic and confident historians who have an appreciation of the informed, overarching historical narrative they have studied at Huntington Community Primary School.

Our Long-Term Plan

	Autumn		Spring		Summer	
Year 1	Changes within living memory Toys through Time			Significant Individuals Mary Anning	Events beyond living memory Man's First Moon Landing	
Year 2		Significant Individuals Florence Nightingale	Significant Individuals The Wright Brothers	Events beyond living memory Great Fire of London.		
Year 3			Changes in Britain from the Stone Age to the Iron Age		Ancient Egypt The Achievements of the Earliest Civilisations	
Year 4	The Roman Empire and its impact on Britain		Anglo-Saxons	Vikings		
Year 5	Ancient Greece A study of Greek life and achievements and their influence on the western world					The Ancient Maya A non-European society that provides contrasts with British society
Year 6	The Battle of Britain An aspect/theme in British history beyond 1066					

Our unit plans are sourced and adapted from the subscription services *Keystage History* and *The Historical Association*

Implementation – how will we deliver the curriculum?

The curriculum

History is taught in units to support children’s depth of learning. The key knowledge, key vocabulary, historical skills, and enhancement opportunities for each unit have been identified and are reviewed by teachers annually to ensure the success of our history curriculum. Our units are organised to ensure the progression of substantive skills, disciplinary skills, and historical vocabulary. The key concepts are taught at least once during each phase (except interpretation) and are revisited during Linked Learning studies which provide suitable contexts to support children’s understanding. We deliver our curriculum through an enquiry approach which ignites children’s curiosity and provides opportunities for children to investigate historically framed questions.

	Autumn		Spring		Summer	
Year 1	Continuity and Change		Significance		Continuity and Change	
Year 2		Similarity and Difference	Significance Continuity and Change	Cause and Consequence		
Year 3			Continuity and Change Cause and Consequence		Similarity and Difference Characteristic Beliefs	
Year 4	Cause and Consequence Continuity and Change		Significance Similarity and Difference	Interpretations Significance Continuity and Change		
Year 5	Significance Characteristic Beliefs					Significance Similarity and Difference
Year 6	Cause and Consequence					

The key concepts above are taught, explored in depth, and assessed during the topic; other key concepts are also explored throughout the unit. For example, in Year 5, children consider *interpretations* when they study why the Maya are perceived as primitive.

Cross-curricular approach

History will often form the principal curriculum driver for our Linked Learning termly studies, and will be taught alongside thematically linked texts during Pathways to Write and Pathways to Read lessons. **For example, when studying the Stone Age to Iron Age unit, Year 3 children study the text ‘Stone Age Boy’ by Satoshi Kitamura and ‘Iron Man’ by Ted Hughes. Similarly, Year 1 study the text ‘Lost and Found’ by Oliver Jeffers whilst studying the Toys through Time unit.**

					
Year 1	Year 1	Year 3	Year 3	Year 4	Year 6
					

As well as literary links, history units will link with other foundation subjects to further contextualise learning.

Pedagogy

The structure of our history curriculum allows teaching and learning to link to previous units. This helps children understand historical concepts such as 'continuity and change', and 'similarity and difference'. **For example, when studying the Maya Civilisation in Year 5, children make comparisons across two civilisations - Anglo-Saxon Britain (taught in Year 4) and the Ancient Maya.** Retrieval practice and recapping of previous units and lessons support children in making the links across our history curriculum which is designed to build over time.

Each unit is broken down into small sub-enquiries to give children a sense of incremental progression and make learning large chunks of content more manageable. In Key Stage 1, enquiries run for half a term; in Key Stage 2, enquiries often run for longer to allow a greater depth of study.

Curriculum enrichment

Enhancement opportunities such as museum visits, historical speakers, and handling artefacts, support children's substantive and disciplinary knowledge. **For example, in year 5, children take part in a workshop with practising archaeologist Dr Diane Davis to support their learning about the Ancient Maya Civilisation. In Year 6, children experience an off-site educational visit when studying what life was like for people at home during the Battle of Britain/the Blitz.**



Impact – how do we know our curriculum is effective?

The impact of our broad and ambitious history curriculum is evidenced through our pupils use and understanding of historical knowledge, disciplinary skills, concepts, and key vocabulary. The effectiveness of our curriculum is also evidenced by the outcomes of classroom and enhancement activities. Progression can be demonstrated by everyone through the broad range of approaches used to enable children to communicate their knowledge and understanding.

Our curriculum provides opportunities for our pupils to form responses which focus on historical vocabulary, skills, and concepts. The impact of our curriculum is evidence by the pupils' ability, enthusiasm for and confidence in addressing and discussing the enquiry questions associated with each unit.

By completing the following activities, we aim to ensure that our curriculum equips children at Huntington with the historical skills and knowledge to enable them to access the curriculum at Key Stage 3 and life in the wider world.

Teachers at Huntington will measure the impact of our curriculum by:

- Providing opportunities for new learning to be linked to previous learning to ensure opportunities for comparison and to review and revisit understanding.
- Planning activities which allow children to recap the key knowledge and understanding from the previous session/unit. This will enable teachers to assess children's awareness of the historical narrative.
- Providing opportunities for children to use the key vocabulary for each unit in oral tasks and/or in written tasks.
- Assessing each pupil against key knowledge, key vocabulary, and key skills at the end of each unit. This will allow teachers and leaders to identify where learning can be reviewed and accelerated.

Leadership will monitor the subject on a frequently to support the ongoing development of our history curriculum. This will be completed through:

- Staff audits to ensure knowledge is secure, and additional support provided/changes made to the curriculum if necessary.
- Opportunities for staff to discuss and evaluate the effectiveness of cross-curricular links. From this, medium-term and long-term planning can be amended and adapted to ensure the curriculum remains relevant for the children.
- A 'pupil voice' to allow pupils to express their views and contribute to their curriculum content.
- Monitoring of work against the medium-term plans. This is to ensure that any inconsistencies in our two-form entry school can be addressed.