



**"Whatever you do, work at it with all your heart" *Colossians 3:v23***

## History

### Intent

At Huby Primary School we believe that a well-rounded History curriculum will allow children to gain a coherent knowledge and understanding of Britain's past and that of the wider world. The intent of our History curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. Children will:

- Increase and develop their historical skills, concepts, knowledge and attitudes.
- Increase their understanding of the present in the context of the past.
- Develop and use their skills in enquiry, analysis, evaluation, and argument.
- Develop their interest in the past, arousing their curiosity and motivation to learn.
- Develop a sense of identity through learning about the past.

This will give children enriching and enjoyable opportunities that they choose. Each class has a long-term plan with topics linking the subjects together.

### Implementation

#### ***What do we teach?***

Our whole curriculum is shaped by our Christian ethos which enables children to always do their best. The lessons focus on development of skills as well as gaining knowledge in the area of study. Our History and Geography curriculum work on a two year cycle (Year A and B), ensuring topics aren't repeated and our mixed year group classes have full coverage of the curriculum. , ensuring topics aren't repeated and our mix

Key Stage	Breadth of study	Context
EYFS	Contexts in relation to the EYFS profile	
Key stage 1	<ul style="list-style-type: none"> <li>• Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>• They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</li> </ul>	<p><b><u>Our Village</u></b> What treasures lie beneath our feet? Changes within living memory- How has our school changed in the last 50 years?</p> <p><b><u>Castles - Pickering Castle and William the Conqueror.</u></b> What can significant historical events beyond our living memory and people and places within Yorkshire teach us?</p>

- They should use a wide vocabulary of everyday historical terms.
- They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils should be taught about:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.
- Significant historical events, people and places in their own locality.

**The lives of significant people in the past**

Grace Darling- What did Grace Darling do for us?  
 The history of the lifeboat service protecting our coasts.  
 Florence Nightingale  
 What does the life of Florence Nightingale teach us?

**Great Fire of London**

How is London part of our national history?

**Great Explorers**

What does it take to be a great explorer?  
 Ranulph Fiennes, Captain Cook

<p><b>Key stage 2 NEW</b></p>	<ul style="list-style-type: none"> <li>• Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li> <li>• They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>• They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>• They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>• They should understand how our knowledge of the past is constructed from a range of sources.</li> <li>• In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</li> </ul>	<p><b><u>Changes in Britain from the Stone Age to the Iron Age (as two topics)</u></b> How did the earliest people survive?</p> <p><b><u>The Roman Empire</u></b> What impact did the Romans have on Britain?</p> <p><b><u>The Viking and Anglo-Saxon settlement and the struggle for the kingdom of England to the time of Edward the Confessor</u></b> Is there any evidence of Anglo Saxons, Vikings in local place/street names? Why did the Anglo Saxons invade Britain? How did the Vikings change the British landscape?</p> <p><b><u>The Victorians</u></b> What was life like for a Victorian child? Compare to modern day schooling.</p> <p><b><u>WW2</u></b> What was the impact of WW2 on the lives of children in the UK</p> <p><b><u>WW1</u></b> What was life like for those during WW1? What impact did this have on future international relations between the countries involved?</p> <p><b><u>A Local history study</u></b> How are aspects of our national history reflected in our locality? What was this area like in Roman times? Was Huby in the Domesday Book?</p> <p><b><u>A study of British history theme- technology</u></b> How has technology changed in the last 50 years?</p> <p><b><u>The achievement of the early civilization -Ancient Egypt</u></b> What did the ancient Egyptians achieve?</p> <p><b><u>Ancient Greece- a study of Greek life and achievements and their influence on the western world</u></b> What did the Ancient Greeks do for us?</p>
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### **Impact**

Outcomes in topic and literacy books, evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge. Children review the agreed successes at the end of every session and are actively encouraged to identify their own target areas, with support from their teachers. Children are also asked what they have learned comparative to their starting points at the end of every topic.

Emphasis is placed on analytical thinking and questioning which helps pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world and are curious to know more about the past. Through this study, pupils learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Regular school trips provide further relevant and contextual learning.

