



History at HPF Overview

'Celebrating and inspiring a lifelong love of learning in an ever changing world'

Rationale

History at HPF contributes to our Federation vision and values. Our history curriculum provides a wide range of multi-sensory experiences, which engage, motivate and inspire deep learning and **INSPIRATION** for **LIFE-LONG LEARNING**. At the core of our History provision is the National Curriculum and a corresponding progression of key skills and knowledge. This helps us to ensure that our children receive a progressively challenging and engaging education that is in context for the Hanham Primary Federation community.

We believe that our children should gain a knowledge and understanding of the past, in the context of the city they live in, the country they live in, and that of the wider world. This enables them to build a sense of identity and **CELEBRATE** this. Our curriculum aims to **INSPIRE** pupil's curiosity to know more about the past and foster a **LIFE-LONG LOVE** of the subject.

Our history curriculum encourages children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. These are key skills that are transferable across other areas of the curriculum and will develop **INDEPENDENT**, confident learners.

The HPF history curriculum helps pupils to develop a **RESPECT** for the complexity of people's lives, the diversity of society and the relationships between different groups, as well as their own identity and the challenges of modern life.

Children at Hanham Primary Federation gain an in-depth knowledge about key events and time-periods of the UK and the wider world. They develop an understanding of chronology and change that relates to their life experiences.

Throughout their historical journey through the Federation, children build on their rich learning by revisiting key vocabulary and concepts in order to deepen their historical knowledge and understanding.

Our history curriculum fulfils a core value of the Federation by providing children with a sense of community, diversity, **RESPONSIBILITY**, **ENJOYMENT** and **RESPECT**. It supports the teaching of British Values and helps the children to understand the age in which they live.



History at HPF Overview

'Celebrating and inspiring a lifelong love of learning in an ever changing world'

CELEBRATING – INSPIRING – LEARNING

Children are taught to value other cultures and celebrate difference.

Children are given agency to influence their curriculum and explore issues that inspire their curiosity.

Parallels are drawn between the past and present providing learners with the knowledge to become agents of change in the future.

Perseverance

History is challenging and lessons retain the same high expectations of learners as the rest of the HPF curriculum. Learners are required to demonstrate commitment to their learning in order to be successful.

Respect

The HPF approach to History is rooted in respect for diversity and value of difference. Learners respect the other cultures studied and drawing parallels with the modern world thus making their knowledge history relevant for their future role in society.

Responsibility

Our approach to History does not shy away from covering some of the more unpleasant aspects of our past. This is done to provide learners with an opportunity to learn from and discuss the mistakes of the past and foster a sense of responsibility for the future.

Enjoyment

History is taught with enthusiasm, instilling children with passion for finding out more about the past. Visitors and trips plan an important role in building this enthusiasm. Learners have a say in what is taught which gives them ownership and agency.

Independence

Children are taught the skills they need to become independent historians. Research skills are explicitly taught so that learners can pursue lines of enquiry that resonate with them. Challenging, open tasks provide learners with the opportunity to show the depth of their understanding.

Children will learn about:

British History: they will know and understand the history of the islands that make the United Kingdom as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.

World History: they will know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; the achievements and follies of mankind.

Key Language and Vocabulary: they will learn and use a range of key language and vocabulary including a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.

Key Historical Understanding: they will learn to understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.

Methods of Historical Enquiry: they will understand methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

Historical Connections: they will gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

What does this look like in EYFS?

We ensure that the children in EYFS develop the prerequisite skills for history within the national curriculum, through experiences that introduce the concept of time and change. The outcomes are taken from the 'Understanding the World' strand of the EYFS profile and encourage pupils to explore patterns and routines and recognise their place within their individual families and communities. This can be as simple as asking the child 'what happens next?' after reading a story or looking at other sequences of events, such as getting dressed, planting a seed or making a sandwich. They will begin to develop and understanding of vocabulary that will support their understanding as they enter the national curriculum.

What does this look like in Key stage 1?

Our learners will develop an awareness of the past, using common words and phrases relating to the passing of time. They will learn where the people and events they study fit within a chronological framework. They will identify similarities and differences between ways of life in different periods.

They will learn and use a wide vocabulary of everyday historical terms. They will 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 will begin to understand some of the ways in which we find out about the past and identify different ways in which it can be represented.

To develop for a clearly sequenced progression of learning HPF learners will learn about the people, events and changes from the key list below. Teaching will begin to introduce pupils to historical periods that they will study more fully at key stages 2 and beyond.

Pupils learn about:

- Changes within living memory. Where appropriate, these are used to reveal aspects of change in national life.
- Events beyond living memory that are significant nationally or globally [e.g. the Great Fire of London, the Gunpowder Plot (as an historical event as a national celebration), Remembrance Day and Anzac day.
- The lives of significant individuals in the past who have contributed to national and international achievements. Some are used to compare aspects of life in different periods (e.g. Samuel Pepys, Elizabeth II, King Charles II, Sir Christopher Wren, Nelson Mandela, Serena Williams, Florence Nightingale, Christopher Columbus and Mary Anning).
- Significant historical events, people and places in their own locality (e.g. John Chiddy and Blackbeard the Pirate).

What does this look like in Key stage 2?

Learners 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. They develop the ability to notice connections, contrasts and trends over time and develop the appropriate use of historical vocabulary and terminology.

They will devise historically valid questions about change, cause, similarity and difference, and significance. They will develop the ability to construct informed responses that involve thoughtful selection and organisation of relevant historical information. They will understand how our knowledge of the past is constructed from a range of sources.

To develop a clearly sequenced progression of learning HPF learners are taught about the British, local and world history outlined below. Teachers will combine overview and more in depth study to help our learners understand both the development of history over time and the complexity of specific aspects of the content.

Key Historical units taught will be:

- **Early Britain:** changes in Britain from the Stone Age to the Iron Age
- **The Romans:** with a focus on the Roman Empire and its impact on Britain
- **The Anglo-Saxons:** Britain's settlement by Anglo-Saxons
- **The Viking Invasion and Settlement:** focusing on Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- **Bristol:** a local history study
- **World War 1:** a study of British history that extends pupils' chronological knowledge beyond 1066
- **Ancient Greece:** an early civilization study of Greek life and achievements and their influence on the western world
- **Non-European Society:** a study of the Mayan Civilisation as a non-European society that provides contrasts with British history.
- **Ancient Egypt:** a study of the earliest civilisations focusing on Ancient Egypt

Curriculum Strands

History Curriculum Overview				
Early Years Framework	<ul style="list-style-type: none"> Pupils are given opportunities to take part in events to celebrate time, such as looking at photographs of themselves as babies and noticing changes or watching chicks hatch and observing their growth. During the spring and summer terms, children plant seeds and observe their changes over time. We also spend time looking at life cycles of frogs and butterflies, immersing the pupils in hands on learning opportunities. Pupils are consistently encouraged to bring in items from home to talk about, such as old toys their grandparents played with or items which were special to them when they were little. Pupils' articulation of these opportunities allows for holistic assessment of the individual child. 			
National Curriculum	To investigate and interpret the past	To build an overview of world history	To understand chronology	To communicate historically
Year 1	<ul style="list-style-type: none"> Begin to identify the main differences between old and new objects. Identify objects from the past, such as a vinyl record. Spot old and new things in a picture. Give a plausible explanation about what an object was used for in the past. Answer questions using an artefact/ photograph provided. Give examples of things that are different in their life from that of their grandparents when they were young? 	<ul style="list-style-type: none"> Understand that we have a queen who rules us and that Britain has had a king or queen for many years. Appreciate that some famous people have helped our lives be better today. 	<ul style="list-style-type: none"> Recognise that a story that is read to them may have happened a long time ago. Talk about things that happened when they were little. 	<ul style="list-style-type: none"> Use words and phrases like: old, new and a long time ago. Retell a familiar story set in the past. Ask and answer questions about old and new objects.
	<ul style="list-style-type: none"> Answer questions by using a specific source, such as an information book. Recount some interesting facts from an historical event. 	<ul style="list-style-type: none"> Identify real life superheroes (lives of significant individuals who contributed to national and international achievements). Research about a famous event that happens in Britain 	<ul style="list-style-type: none"> Recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago. 	<ul style="list-style-type: none"> Use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning. Use the words past and present correctly.

Year 2	<ul style="list-style-type: none"> • Research the life of a famous Briton from the past using different resources to help them. • Explore the life of Mary Anning as a significant individual • Find out something about the past by talking to an older person. • Research the life of someone who used to live in their area using the Internet and other sources to find out about them. • Explore the history of the circus - comparison of life in different periods 	<p>and why it has been happening for some time.</p> <ul style="list-style-type: none"> • Explain why Britain has a special history by naming some famous events and some famous people. • Explain what is meant by a parliament. • Understand events beyond living memory - rise and fall of the dinosaurs • Recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later. 	<ul style="list-style-type: none"> • Sequence a set of events in chronological order and give reasons for their order. • Use words and phrases like: before I was born, when I was younger – link to class timeline. 	<ul style="list-style-type: none"> • Use words and phrases like: before I was born, when I was younger – link to class timeline. • Use use a range of appropriate words and phrases to describe the past. • Explain how their local area was different in the past.
Year 3	<ul style="list-style-type: none"> • Use various sources to piece together information about a period in history. • Research a specific event from the past. • Recognise the part that archaeologists have had in helping us understand more about what happened in the past. • Appreciate that the early Brits would not have communicated as we do or have eaten as we do. • Through research, identify similarities and differences between given periods in history 	<ul style="list-style-type: none"> • The achievements of the earliest civilizations: Ancient Egyptians • Changes in Britain from the Stone Age to the Iron Age • Ancient Greece (once in KS2) 	<ul style="list-style-type: none"> • Use a timeline within a specific time in history to set out the order things may have happened. • Describe events from the past using dates when things happened 	<ul style="list-style-type: none"> • Use various sources of evidence to answer questions • Describe events and periods using the words: BC, AD and decade • Describe events and periods using the words: ancient and century • Describe events from the past using dates when things happened
	<ul style="list-style-type: none"> • Give more than one reason to support an historical argument • Appreciate how items found belonging to the past are helping 	<ul style="list-style-type: none"> • Research into brief history of key landmarks of London. • Learn about the Roman 	<ul style="list-style-type: none"> • Plot recent history on a timeline using centuries • Place periods of history on a timeline showing 	<ul style="list-style-type: none"> • Give more than one reason to support an historical argument

Year 4	<p>us to build up an accurate picture of how people lived in the past</p> <ul style="list-style-type: none"> • Appreciate that wars have happened a very long time ago and it is often associated with invasion, conquering or religious differences. • Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past • Research two versions of an event and say how they differ • Recognise that the lives of wealthy people were very different from those of poor people • Research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings • Know that people who lived in the past cooked and travelled differently and used different weapons from ours 	<p>Empire and its impact on British history</p> <ul style="list-style-type: none"> • Carry out a local History Study of Bristol to understand the city in which they live 	significant periods of time	<ul style="list-style-type: none"> • Explain how events from the past has helped shape our lives • Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out
Year 5	<ul style="list-style-type: none"> • Appreciate that significant events in history has helped shape the country we have today. (Battle of Hastings) 	<ul style="list-style-type: none"> • Learn about the Anglo Saxons and the Roman withdrawal from Britain. Find out about the invasions, settlements and kingdoms • Learn about the Mayans - a non-European society that provides contrasts with British history 	<ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Draw a timeline with different time periods outlined which show 	<ul style="list-style-type: none"> • Use dates and historical language in their work • Describe historical events from the different period/s they are studying/have studied • Use dates and historical language in their work

			different information, such as, periods of history, when famous people lived	
Year 6	<ul style="list-style-type: none"> Describe a key event from Britain's past using a range of evidence from different sources Use a search engine to research history using keyword searches Look at two different versions of historical texts and say how the author may be attempting to persuade or give a specific viewpoint Describe features of historical events and people from past societies and periods they have studied Use different sources of evidence to explain a historical event Identify secondary and primary resources and explain which is more useful and why 	<ul style="list-style-type: none"> Learn about World War 1 as a significant turning point of British History Understand the role women had during WW1 and how that changed the life of British women Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently 	<ul style="list-style-type: none"> Place a specific event on a timeline by decade Place features of historical events and people from past societies and periods in a chronological framework Say where a period of history fits on a timeline 	<ul style="list-style-type: none"> Describe features of historical events and people from past societies and periods they have studied Identify and explain their understanding of propaganda Describe the features of a historical event Summarise the main events from a specific period in history, explaining the order in which key events happened Recognise and describe differences and similarities/ changes and continuity between different periods of history