



HUNTINGTON PRIMARY ACADEMY

HISTORY

SUBJECT INTENT

AS HISTORIANS WE INTERPRET EVIDENCE, DEVELOP HISTORICAL KNOWLEDGE AND AWARENESS AND BUILD CHRONOLOGICAL UNDERSTANDING.

How our curriculum is connected through our values:



As historians we will explore the **community** of Huntington, **our city** and **the World** in which we **belong**.



As historians we shall **embrace diversity** and **individuality** represented in the past.



As historians we will encourage **curiosity** about the past.



As historians we will **succeed** in developing an enquiring mind and knowledge about the past.

LONG TERM PLAN AND NATIONAL CURRICULUM COVERAGE

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
AUTUMN	Belong - You, Me, Us Belong - Festivals, Celebrations & Heroes	Belong(Our city) -The Gunpowder plot - Changes beyond living memory [Legacy] Embrace responsibility -Local Study- history - Changes within living memory Belong(Our city)-Railways - Changes beyond living memory [Empire & legacy]				
SPRING	Encourage Curiosity - Discoveries Encourage Curiosity - Inventions					
SUMMER	Embrace Diversity - Growing & Farming Embrace Diversity - Places & Journeys	Embrace(Diversity)-Helping Heroes - Florence Nightingale and Mary Seacole - Significant individuals [Legacy] Encourage(Curiosity)-Aspiring artists -Van Gogh - SMSC - cultural impact	Embrace (Diversity)-Coming to England(Floella Benjamin and Windrush) - Events within living memory [Legacy] Encourage(Curiosity)-Aspiring artists -Lowry - SMSC - cultural impact			
AUTUMN	Belong(Our city) -The Romans	Belong(Our city) -The Vikings and Anglo Saxons	Belong(Our city) -World War II	Belong(Our city) -The Victorians		

	The Roman Empire and its impact on Britain and York [Empire & legacy]	Britain's settlement by Anglo-Saxons and Scots The Viking struggle for the Kingdom of England [Empire & legacy]	A study of an aspect or theme in British history that extends beyond 1066 A local history study [Empire & legacy]	A study of an aspect or theme in British history that extends beyond 1066 [Empire & legacy]
SPRING	Encourage(Curiosity)-Stone Age to the Iron Age Changes in Britain from the Stone Age to the Iron Age [Legacy]	Belong(Our world)-The Mayans A Non-European society <i>[Settlements & civilisation]</i>	Belong(Our world) - Shooting for the Stars H - Chronology, Knowledge, Enquiry and Interpretation. SMSC - cultural & social impact	Belong(Our world)- Ancient Egypt The achievements of the earliest civilisations. [Empire & civilization]
SUMMER	Encourage (Aspiration)-Mary Anning A study of themes in British history that extends pupils' chronological knowledge beyond 1066. [Legacy]	Embrace (diversity) - The Underground Railroad - Harriet Tubman As study of an aspect or theme in history that extends beyond 1066 [Legacy] Encourage (aspiration)-Transatlantic aviation A study of theme in British history that extends pupils' chronological knowledge beyond 1066 [Legacy]	Embrace (diversity) - Arthur Wharton H - Chronology SMSC - race; cultural & social impact [Legacy] Encourage (Aspirations)-Ancient Greeks civilisation Ancient Greece – a study of Greek life and achievements and their influence on the western world.(Civilisation)	Embrace (diversity) - Mountain Explorers - Junko Tabei and Ernest Shackleton A study of an aspect or theme in British history that extends beyond 1066. [Legacy]

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
H1 - Chronological understanding	Comment on images of familiar situations in the past. (Development Matters)	I can order and sequence familiar events. I know Guy Fawles was born in York over 450 years ago (long before our living memory). I know Vincent Van Gogh was born in 1853.	I can order and sequence familiar events. I can place people and events on a timeline. I know the Stephenson's Rocket came into service in 1829, nearly 200 years ago. I know LS Lowry was born in 1887 and died in 1976.	I can place the time periods studied on a timeline. I can begin to use dates and terms related to the period of study. I know Eboracum was founded in 71CE and the Roman army left in 400 CE. I know Mary Anning was born in 1799.	I can place events and people from the time period being studied on a timeline. I can use more complex terms e.g. BC/AD and identify how many years I can use dates and terms related to the period of study. I can make comparisons between at least 2 different time periods. I know the Viking age in York is from (approx) 800 - 1066 CE.	I can place events from the time period studied on a timeline with increasing confidence I use relevant dates and terms related to the period of study. I can position time periods studied to other time periods taught across the school I know the second world war lasted from 1939 - 1945. I know when Shakespeare was born and when he produced his famous work.	I can place events from the time period studied on a timeline with increasing confidence. I can use relevant dates and terms related to the period of study. I can position time periods studied to other time periods taught across the school I can make more considered comparisons between a growing range of different time periods I can compare and contrast themes between different time periods I know the Victorian period was from 1837 - 1901.

							I can compare Victorian schooling with today's schooling.
H2 - Historical knowledge and awareness	Talk about members of their immediate family and community. (Development Matters) Comment on images of familiar situations in the past. (Development Matters)	I can describe an event beyond living memory that is significant nationally or globally. I can describe the GunPowder Plot. I know some historical figures and understand why they were important. I know Vincent Van Gogh was an important painter.	I can describe an event beyond living memory that is significant nationally or globally. I can describe the story of Stephenson's Rocket. I know some historical events and understand why they were important. I know some historical figures and understand why they were important I know L S Lowry was an important painter.	I know about some everyday aspects of people's lives from different time periods I can compare historical periods with life today.(The Romans)	I can provide reasons for the settlements. (of the Vikings in England) I can identify the key features and events of a time studied I can describe some changes in the historical period being studied	I can describe changes within and between periods and societies studied I can examine causes and results of great events and the impact on people	I can give an explanation of past events in terms of cause and effect confidently using evidence to support an explanation. I can find out about characteristics of people, recognising that not everyone shares the same views or feelings. I can find out about wealthy and poor Victorians and how they felt, recognising that not everyone shares the same views. I know that ancient Egyptian civilisation spans 3000 years of recorded history, from around 3000 BC to 30 BC.
H3 - Historical enquiry		I can ask questions and find out answers from sources of information given to me e.g. visits and photographs. I can explain what an object from the past might have been used for. I can talk, draw and write my thoughts and knowledge about the past. I can identify and sort artefact	I can examine evidence from the past. I can use a source/artefact to ask questions or find answers about the past on the basis of observations I can represent the past in different ways	I can use a range of sources to build up evidence.. I can use a range of sources to find about a significant event. I can begin to select and record relevant information from nonfiction text, online resources and other sources.	I can confidently use evidence to build up a clearer picture about past events. I can confidently ask a variety of questions. I can use the library and internet for research. I can examine causes and results of great events and the impact on people	I can begin to discuss primary and secondary sources I can use the library and internet for research independently with a given brief I can confidently compare an aspect of life with the same aspect in another life I can compare the role of Roman, Viking and WW2 women.	I can confidently find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views or feelings. I can link sources and work out how conclusions were arrived at. I can discuss the relevance of primary and secondary sources I can bring knowledge gathered from a couple of sources together in a fluent account.

H4 Interpretation of history	Compare and contrast characters from stories, including figures from the past. (Development Matters)	I can pick out information about the past from sources like pictures, artefacts and presentations given to me. I can say how artefacts have changed from the past to today	I can compare pictures, photographs and artefacts from the past and today	I can identify and give reasons for different ways the past is represented	I can describe narratively the struggle the Vikings had in their quest for the throne. I can suggest ways in which different civilizations have influenced and changed York. I can confidently identify the key features and events of a time period studied. I can confidently describe some changes in the historical period being studied I can begin to evaluate the usefulness of sources	I can offer some reasons for different versions of events. I can begin to compare accounts of events from different sources .	I am highly aware that different evidence will lead to different conclusions I can link sources and work out how conclusions were arrived at I am aware that different evidence will lead to different conclusions
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