



History Curriculum Overview

Intent

At Downholland Haskayne CE Primary School, our History curriculum aims to ignite curiosity and respect for our past, fostering an understanding of the significant events that have shaped our world. We equip children with the skills needed to analyse change and continuity through first order substantive concepts while developing their ability to critically evaluate sources and evidence as part of our second order disciplinary concepts.

Through engaging, enquiry-based learning, we empower pupils to investigate the complexities of migration, invasion, and settlement, examining the motives behind exploration. Our curriculum encourages students to appreciate how religion, belief, and leadership influence societies, fostering an understanding of individuals' and groups' legacies across time.

Importantly, our curriculum aligns with the National Curriculum's aims, while mirroring the diverse interests and aspirations of our learners and the history of the local area.

Key Objectives of our History curriculum include:

1. **Fostering Critical Thinking:** Encourage pupils to ask questions and challenge interpretations of history, cultivating analytical skills.
2. **Understanding Cause and Consequence:** Equip students with the ability to identify and explain the causes and effects of historical events.
3. **Appreciating Significance:** Promote awareness of what makes certain events or figures significant in shaping society.
4. **Exploring Similarity and Difference:** Support learners in recognising parallels and distinctions between varying historical contexts.
5. **Developing Empathy and Perspective:** Help children appreciate diverse perspectives and experiences throughout history, fostering a sense of empathy.

Implementation and Curriculum Overview

Downholland Haskayne CE Primary School has mixed age classes. There is an EYFS (including 3+ Nursery)/KS1 class- Acorn and a KS2 Class – Oak. The curriculum has been designed with a 2 year rolling program for Acorn class and a 4 year rolling program for Oak class.

EYFS activities will be designed to meet the Early Learning Goals and will complement the KS1 History curriculum. For example, the objective: *Children will explore their own histories and share experiences, fostering their sense of identity and curiosity*, will be supported through the Our School, Our Community and Significant Individuals units at Key Stage One. This approach enriches their understanding of change and continuity from an early age.

Acorn Class – KS1

Cycles	Autumn	Spring	Summer
Cycle A	<p>Events beyond living memory</p> <p>The Great Fire of London</p> <p>What caused the Great Fire of London?</p>	<p>The lives of significant individuals in the past</p> <p>Queen Elizabeth II</p> <p>In what ways was Queen Elizabeth II's reign significant?</p>	<p>Changes within living memory</p> <p>The Seaside: Then and Now.</p> <p>Why have people throughout history chosen to go to the seaside?</p>
Cycle B	<p>Significant historical events, people and places in their own locality</p> <p>Our School, Our Community</p> <p>How has our school changed since it opened?</p>	<p>The lives of significant individuals in the past</p> <p>Christopher Columbus and Neil Armstrong</p> <p>Why do people choose to go on long, dangerous journeys?</p>	<p>Changes within living memory</p> <p>Toys Through Time</p> <p>How have toys changed over time?</p>



Oak Class – KS2

Cycles	Autumn	Spring	Summer
Cycle A	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>Religion and Belief</p> <p>What does Stonehenge reveal about religion and belief in the Bronze Age?</p>	<p>A local history study. Society and Legacy</p> <p>Society and Legacy</p> <p>Liverpool – How have the ports of Liverpool changed society in the north west of England?</p>	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>Leadership, Empire and Power</p> <p>How did the Athenian's and Spartan's values influence their different styles of leadership?</p>
Cycle B	<p>The Roman Empire and its impact on Britain</p> <p>Leadership, Empire and power</p> <p>What were the consequences (then and now) of Boudicca's resistance to the Romans?</p>	<p>Britain's settlement by Anglo-Saxons and Scots</p> <p>Migration, Invasion and Settlement</p> <p>What have the discoveries at Sutton Hoo revealed about life in Anglo-Saxon times?</p>	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Migration, Invasion and Settlement</p> <p>Is it fair to describe all Vikings as brutal invaders?</p>
Cycle C	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Religion and Belief</p> <p>Crime and Punishment: How have punishments for crimes, in Lancashire, changed over time?</p>	<p>A non-European society that provides contrasts with British: Mayan civilization c. AD 900</p> <p>Society and Legacy</p> <p>What helped to cause the collapse of the Mayan Empire?</p>	<p>A study of an aspect or theme (exploration) in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Exploration</p> <p>Why was Ernest Shackleton knighted by King Edward VII?</p>
Cycle D	<p>The achievements of the earliest civilizations</p> <p>Religion and Belief</p>	<p>A local history study/ Britain since 1066</p>	<p>A study of an aspect or theme in British history that extends pupils'</p>

	<p>What do ancient monuments reveal about religion and beliefs within Egypt?</p>	<p>Migration, Invasion and Settlement</p> <p>What caused the evacuation of children (to the local area) during WWII?</p>	<p>chronological knowledge beyond 1066.</p> <p>Society and Legacy</p> <p>Why did the villagers of Eyam choose the quarantine themselves during the period of the great plague?</p>
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