

Hexthorpe Primary **History** Intent, Implementation and Impact Statements

Intent

At Hexthorpe, our History curriculum encourages children to be curious about the past, making connections between world history and the history of their local area. We want them to transfer this chronological understanding to their local community and have a positive impact: being aware of how significant historical events have changed and shaped our world and how we should learn from these to build a better future. We aim to provide all learners with the opportunities and experiences in their history lessons that will open their minds to continuing with their history education in a tenacious way, throughout secondary and into further education, leading to more children choosing history-based careers in the future.

Implementation

In order to successfully implement a knowledge-rich History curriculum that meets the needs of all learners, we use Primary Knowledge Curriculum (PKC) to ensure that all learners are exposed to carefully planned, sequential history curriculum which builds year-on-year, developing the vocabulary of our history learners and their ability to write and question like historians and become critical thinking.

Impact

The impact of this bespoke, knowledge-rich and carefully sequenced history curriculum will be: all children being confident and curious historians, who learn through asking questions and using different sources and research and who are able to articulate their knowledge and demonstrate critical thinking in history. Hexthorpe aims to produce historians who care about their local community and use significant events from the past to shape the future, discussing historical content and ideas at an age-appropriate level.

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Hexthorpe Curriculum Overview – History

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<p>All about Me</p> <p>Family Trees (grandparents, great grandparents) When I was a baby Developing sense of chronology; before I was born, before I came to nursery, when I go to school.</p> <p><i>UW – Past and Present</i> My past, present, future and that of others including characters from stories Families; when I was a baby, when my family members were young. Family Trees, diverse representations of family life. Developing sense of chronology; before I was born, before I came to school, which classroom will I be in next year? Our school year – what will we do this year in Reception?</p>			<p>Stone Age to the Iron Age</p> <ul style="list-style-type: none"> • Mesolithic hunter gatherers • Life in Neolithic Britain • The Bronze Age • Stonehenge • The Iron Age <p>END OUTCOME – Fact file/poster on what life was like during the Stone Age</p>	<p>Ancient Greece</p> <ul style="list-style-type: none"> • Ancient Greece: City States • Athens and democracy • Sparta • The Persian Wars • Alexander the Great • Philosophy • Gods • Mythology • Architecture and art • The Ancient Olympic Games (create own version) • The legacy of Ancient Greece <p>END OUTCOME – Non-chronological report on first 5 lessons followed by a mood board completed in pairs/groups on last 6 lessons to be shared with class.</p>	<p>Baghdad c.900 CE</p> <ul style="list-style-type: none"> • The Rise of Islam • Baghdad: A City of Peace • Baghdad: Building a City • Baghdad: A Centre for Learning in the Islamic Golden Age • The Mongol Attack on Baghdad and the Regional Powers <p>END OUTCOME – Group presentation: Why is Baghdad known as the city of peace?</p>	<p>World War I</p> <ul style="list-style-type: none"> • The Causes of World War I • On land, at sea and in the air • Life on the Western Front • The Home Front • The Consequences of the War <p>END OUTCOME- Mood board on the causes and consequences of WWI</p>
Autumn 2	<p>Journeys</p> <p>Transport in the past: Motor cars, steam trains, tall ships. Look at images of ‘old fashioned’ cars and aeroplanes and discuss how they look different today.</p> <p><i>UW – Past and Present</i> George Stevenson; The invention of the Steam Train Transport in the past; horse and carriage, motor cars, penny farthing, omnibus, ferry, other locally relevant transport from history Modern transport including the Japanese Bullet Train, hovercraft, racing cars, aeroplanes and other examples of technologically advanced transport Ernest Shackleton the explorer; The South Pole, the challenges of his journey</p>	<p>Discovering History</p> <ul style="list-style-type: none"> • What is the past? • Family trees • How do we know about History? • What do archaeologists do? • Our local History <p>END OUTCOME – How do we know about History?</p>	<p>Romans in Britain</p> <ul style="list-style-type: none"> • The Roman Empire • Roman armies and soldiers • The invasion of Britain and Boudicca • Roman towns • The Roman legacy <p>END OUTCOME – Non-chronological report on Romans in Britain, including map of empire, images of soldiers and town with written explanations.</p> <p>Swap final pieces with Y4 to compare knowledge.</p>	<p>Ancient Egypt</p> <ul style="list-style-type: none"> • Locating Egypt and the River Nile • Life in Ancient Egypt • Religion and the Afterlife • Tutankhamun and Howard Carter • Hieroglyphics <p>END OUTCOME – Written piece: interview of Howard Carter – what did you find?</p>		<p>The Early British Empire</p> <ul style="list-style-type: none"> • The British Empire • Global Trade • The Mughal Empire and East India Company • The Seven Years War • What motivated Britain to want an Empire? <p>END OUTCOME – Debate – Is the British Empire a good idea?</p>	<p>The Suffragettes</p> <ul style="list-style-type: none"> • Democracy in the 19th Century • The National Union of Women’s Suffrage Societies • Emmeline Pankhurst and the WSPU • The Anti-Suffrage Campaign • World War I and the Representation of the People Act <p>END OUTCOME – Explanation: Why were all women over 21 finally granted the right to vote in 19..?</p>

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<p>Spring 1</p>	<p>Space <i>UW – Past and Present</i> What scientists and astronomers know about our Solar System now; our sun, the planets in our solar system. The Moon landings; Neil Armstrong The International Space Station; when and why it was built and launched</p>			<p>The Anglo Saxons, Scots and Vikings</p> <ul style="list-style-type: none"> Anglo Saxon England The Scots and The Picts Anglo Saxon settlements Anglo Saxon culture and religion Who were the Vikings? Viking raids and invasion Alfred the Great Viking settlements and Danelaw Viking religion and culture Edward the Confessor The Norman invasion 	<p>Life in Ancient Rome</p> <ul style="list-style-type: none"> Locating Ancient Rome Monarchy, Republic, Empire: Rome's different governments Pompeii A day in the life in Ancient Rome Latin <p>END OUTCOME – Essay on the Roman empire, government and society, Pompeii and Leisure activities</p>	<p>The French Revolution</p> <ul style="list-style-type: none"> Life in France before the Revolution Louis XVI and Marie Antoinette Napoleon Battle of Trafalgar Battle of Waterloo <p>END OUTCOME – Essay – Why is Napoleon an important person in both French and British history?</p>	<p>The Rise of Hitler and World War II</p> <ul style="list-style-type: none"> The Armistice and the Treaty of Versailles The Rise of the Nazi Party Life in Nazi Germany Kristallnacht and the Refugee Crisis The Second World War <p>END OUTCOME - PowerPoint presentation to be shared with opposite class: The Rise and Fall of Hitler</p>
<p>Spring 2</p>	<p>Growing and Changing</p> <p>Our past; How have we changed since we were born? What could we do then and what can we do now?</p> <p>Growing and Changing</p>	<p>Life as a child</p> <ul style="list-style-type: none"> Changes in last 100 years. Toys in the last century. Schooling in the last century. Living conditions and housing in the last century. Changes in lifestyle throughout the past century. Technology in the last century <p>END OUTCOME – How was life as a child different 100 years ago? Add to large timeline each week as each aspect is taught</p>	<p>The Tudors</p> <ul style="list-style-type: none"> Life in Tudor England Henry VIII The English Reformation Edward VI and Mary I Elizabeth I <p>END OUTCOME – Written timeline with paragraphs for each Tudor monarch. Share with Y4</p>	<p>END OUTCOME – Diagram of long ship with written piece to accompany: Why were ships so important to the Vikings?</p>	<ul style="list-style-type: none"> The Rise and Fall of Rome The Punic Wars and the expanding empire Julius Caesar Caesar Augustus and the Pax Romana Christianity in the Roman Empire The fall of the Roman Empire <p>END OUTCOME – What led to the fall of the Roman Empire? (Punic Wars, the fall and Julius Caesar) – double page spread</p>	<ul style="list-style-type: none"> The Transatlantic Slave Trade The Origins of the Transatlantic Slave Trade The Atlantic Passage Enslaved Africans: Treatment and Resistance The Abolition of Slavery The Abolitionists: Clarkson, Wilberforce and Equiano <p>END OUTCOME – Persuasive argument/ PowerPoint presentation: Did the abolition of the slave trade positively impact the world?</p>	<p>World War II and the Holocaust</p> <ul style="list-style-type: none"> World War Two The Battle of Britain and the Blitz The Codebreakers at Bletchley Park The Holocaust The Home Front <p>END OUTCOME – Workshop for children with different activities/ crafts based on the topic, following on from experience day with visitors</p>

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Hexthorpe Curriculum Overview – History

Sum mer 1	<p>Kings and Queens</p> <p><i>UW – Past and Present</i></p> <p>The Story of King John and the Magna Carta (Teachers to tell story based on historical events) Locally significant areas in the past e.g. a local historical building Queen Elizabeth II's coronation in Westminster Abbey.</p>			<p>Law and Power (1154-1272)</p> <ul style="list-style-type: none"> Henry II and English Common Law Henry II and Thomas Beckett The Holy Wars and Richard the Lionheart King John and The Magna Carta Simon de Montfort <p>END OUTCOME – Debate – Why is law important?</p>	<p>The Stuarts</p> <ul style="list-style-type: none"> James I and the Union of the Crown The Gunpowder Plot Charles I The English Civil War Oliver Cromwell and the Commonwealth 	<ul style="list-style-type: none"> The Industrial Revolution The Industrial Revolution Cotton Production Steam Engines and Trains Iron and Coal Children at Work <p>END OUTCOME – (Explanation) What changes took place during the industrial revolution and how did this impact people in Britain?</p>	<p>The Cold War</p> <ul style="list-style-type: none"> The Cold War The Arms Race The Cuban Missile Crisis The Space Race Proxy Wars <p>END OUTCOME - Report: Communism vs Capitalism</p>
Sum mer 2	<p>Stories from the Past</p> <p><i>UW – Past and Present</i></p> <p>Stories from Ancient Greece; Prometheus stealing fire from the Gods, Theseus and his battle with the Minotaur, Daedalus and Icarus, Athena and Arachne, King Midas and the Golden Touch Stories from different cultures; Anansi the Spider from the Ashanti in West Africa. Aesop's Fables The Legend of St George and the Dragon</p>	<p>Kings, Queens and Leaders</p> <ul style="list-style-type: none"> Kings and Queens King John I and the Magna Carta Henry III and Parliament Charles I Oliver Cromwell and the Commonwealth <p>END OUTCOME – Timeline of Kings/ Queens/ Leaders – write sentences about each one</p>	<p>Powerful Voices</p> <ul style="list-style-type: none"> Gandhi Rosa Parks and Martin Luther King Malala Yousafzai Greta Thunberg Local: David Attenborough <p>END OUTCOME – Informative poster with key information for each significant person. Display outside library with a book on each significant poster to match.</p>	<p>The War of the Roses</p> <ul style="list-style-type: none"> An introduction to the War of the Roses Henry VI vs. Edward IV Richard III and the Princes in the Tower The Battle of Bosworth Field Henry VII and the Tudors <p>END OUTCOME – Timeline of wars</p>	<ul style="list-style-type: none"> The Restoration of Charles II The Great Plague of 1665 The Great Fire of London Christopher Wren and the Rebuilding of London James II and the Monmouth Rebellion William of Orange and the Bill of Rights <p>END OUTCOME – Family tree diagram/ timeline</p>	<p>The Victorian Age</p> <ul style="list-style-type: none"> The Reign of Queen Victoria and the British Empire Victorian Cities The Poor Law and the Workhouse Leisure Life by 1900 <p>END OUTCOME – Non-chronological report on Victorian Age</p>	<p>The History of Human Rights</p> <ul style="list-style-type: none"> Human Rights Women's Rights Children's Rights Racial Equality Freedom of Belief and Religion <p>END OUTCOME – Debate: Which of the above areas is most important and why?</p>

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