



History Curriculum

All curriculums at Hollymount are founded on the Hollymount Big Picture Curriculum. However, each subject will have specific aims, a coherent progression of skills and knowledge and explicit outcomes for children. These are outlined below.

Purpose of curriculum

At Hollymount Primary School, we aim to deliver high-quality history education that will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. Pupils become detectives, as they develop their independent interests and curiosities.

Progress of skills and knowledge

KS1	Year 1		Year 2		
Knowledge	<ul style="list-style-type: none"> • Events beyond living memory that are significant nationally or globally • The lives of significant individuals in the past who have contributed to national and international achievements. (Neil Armstrong and crew, Yuri Gagarin etc) • Changes through living memory. Where appropriate, this should be used to reveal aspects of change in national life. 	<ul style="list-style-type: none"> • Changes through living memory. Where appropriate, this should be used to reveal aspects of change in national life. • Compare aspects of life in different periods 	<ul style="list-style-type: none"> • Compare aspects of life in different periods • The lives of significant individuals in the past who have contributed to national and international achievements. • Events beyond living memory that are significant nationally or globally 	<ul style="list-style-type: none"> • Significant historical events, people and places in their locality • The lives of significant individuals in the past who have contributed to national and international achievements. (Samuel Pepys, Florence Nightingale) 	<ul style="list-style-type: none"> • Significant historical events, people and places in their locality • Changes through living memory. Where appropriate, this should be used to reveal aspects of change in national life. • Compare aspects of life in different periods
Skills	<p style="text-align: center;"><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> • Identify different ways in which the past is represented. • Examine and discuss pictures, objects and events and begin to ask questions. 	<p style="text-align: center;"><u>Organisation and Communication</u></p> <ul style="list-style-type: none"> • Sort events, objects or pictures into 'then' and 'now'. • Tell stories about the past. • Talk, write and draw about the past using provided topic vocabulary. • Use basic vocabulary such as then, now, a long time ago, etc. 	<p style="text-align: center;"><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> • Identify different ways in which the past is represented. • Ask questions about artefacts and begin to try and answer them based on observations. - Use a wide range of information/sources to answer questions. 	<p style="text-align: center;"><u>Organisation and Communication</u></p> <ul style="list-style-type: none"> - Describe objects, people or events in history. - Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT using topic vocabulary. 	



	<p><u>Historical interpretation</u></p> <ul style="list-style-type: none"> • Distinguish between fact and fiction. • Find out about the past via a range of provided sources (pictures, videos, adult memories etc). • Discuss reliability of memories. 	<p><u>Chronological Understanding</u></p> <ul style="list-style-type: none"> • Develop an awareness of the past and the passing of time. • Sequence events in own life. • Match objects to people of different ages. • Sequence a set of objects or events. 	<p><u>Historical Interpretation</u></p> <ul style="list-style-type: none"> • Identify different ways in which the past is represented. • Use a wide range of information to find out about the past. • Compare representations of a past event and discuss reliability of photos/ accounts/stories. • Begin to recognise simple cases of cause and effect. • Identify differences between ways of life at different times. • Identify similarities and differences between contrasting events/time periods in history. 	<p><u>Chronological Understanding</u></p> <ul style="list-style-type: none"> • Understand and use the words 'past' and 'present' when telling others about an event. • Recount changes in own life over time. • Sequence artefacts closer together in time and check with reference book. • Use a timeline to sequence important events.
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LKS2	Year 3			Year 4	
<p>Knowledge</p>	<ul style="list-style-type: none"> • A local history study • A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality 	<ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age • Late Neolithic hunter-gatherers and early farmers • Bronze Age religion, technology and travel (Stonehenge) • Compare aspects of life in different periods • Agriculture's impact on way of life. 	<ul style="list-style-type: none"> • The Roman Empire and its impact on Britain • Julius Caesars attempted invasion (55-54BC) • The Roman Empire by AD42 and the power of its army • Successful invasion by Claudius and conquest, including Hadrian's wall • British resistance (ex:Boudica) • Romanism of Britain (incl: Caerwent and the impact of technology, culture and beliefs, including early Christianity.) 	<ul style="list-style-type: none"> • The achievements of the earliest civilisations • An overview of where and when the first civilisations appeared and a depth study of Ancient Egypt • Understand historic events significant to understanding Egyptian ways of life, ie. mummification hieroglyphics, weighing heart ceremony, pharaohs, religion, • Compare Ancient Egypt to Egypt today 	<ul style="list-style-type: none"> • A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066 • A significant turning point in British history • Global and national impact of WW2 • Effects of war on everyday life ie. Rationing, evacuation • Understands significance of important features ie. Home Front, Anderson Shelters



<p>Skills</p>	<p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> • Observe and discuss significance of small details in artefacts or pictures. • Using a range of provided sources, select and record information relevant to the study. • Begin to use the library and internet for research. 	<p><u>Organisation and Communication</u></p> <ul style="list-style-type: none"> • Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT using appropriate and wide range of topic vocabulary. • Use terms related to the period and begin to date events. 	<p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> • Use evidence to build up a picture of a past event. • Choose relevant material to present a picture of one aspect of life in time past. • Use the library and internet for research. • To devise historically valid questions about change, cause, similarity and difference, and significance of events within period studied. • To understand the role archaeologists play in the development of history 	<p><u>Organisation and Communication</u></p> <ul style="list-style-type: none"> • Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. • Begin to use more complex terms eg BC/AD. • To construct informed responses that involve thoughtful selection and organisation of relevant historical information. • To appropriately use historical terms in discussions and writing
	<p><u>Historical interpretation</u></p> <ul style="list-style-type: none"> • Explore the idea that there are different accounts of history. • Distinguish between different sources – compare different versions of the same story. • Examine representations of the period – museum, cartoons etc – and construct informed responses. • Note cause and effect within period studied and across topics. • Identify similarities and differences between contrasting events/time periods in history. • To make connections to life today 	<p><u>Chronological Understanding</u></p> <ul style="list-style-type: none"> • To use dates and terms related to topic and passing of time • To sequence events and artefacts on a timeline • To begin to establish narratives within and across the periods studied 	<p><u>Historical interpretation</u></p> <ul style="list-style-type: none"> • Begin to evaluate the usefulness of different sources • Use text books and historical knowledge • Look at different versions of the same event in history and identify differences. • Realise that people in the past represent events or ideas in a way that persuades others. • note increasingly complex connections, contrasts and trends over time, looking for links and effects on the modern world • To begin to develop empathy for significant events today based on historical events 	<p><u>Chronological Understanding</u></p> <ul style="list-style-type: none"> • Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) • Sequence significant events and dates on a timeline. • To establish clear narratives within and across the periods studied • Describe the main changes in a period in history.



UKS2	Year 5		Year 6	
Knowledge	<ul style="list-style-type: none"> • Britain's Settlement by Anglo Saxons and Scots • Roman withdrawal from Britain in AD410 and the fall of the western Roman Empire • Scots' invasions from Ireland to north Britain (now Scotland) • Anglo-Saxon invasions, settlements and kingdoms: place names and village life • Anglo-Saxon art and culture • Christian conversion- Canterbury, Iona and Lindisfarne • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • Viking raids and invasions • Resistance by Alfred the Great and Athelstan, first king of England • Further Viking invasions and Danegeld • Anglo-Saxon laws and justice • Edward the Confessor and his death in 1066 	<ul style="list-style-type: none"> • A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066 • A significant turning point in British history • Life of a Victorian • Victorian children and schools • Workhouses • The lives of significant individuals • Compare to modern life, noting how much of the modern world existed in the 1900s • Lives of the rich and poor • Inventors and inventions; how inventions changed life in Britain 	<ul style="list-style-type: none"> • A non-European society that provides contrasts with British history • Mayan civilisations everyday life- trade, technology, childhood, fashion, culture • Farming and food • Religion, gods, and legends common features of religion in ancient civilisations • Maya Number system and calendar • Maya writing -logograms and hieroglyphs • Cities and architecture • Trade • Mayan explorations and important discoveries 	<ul style="list-style-type: none"> • Ancient Greece- a study of Greek life and achievements and their influence on the western world • Way of life, beliefs and achievements of the people • Ancient Greek civilisation • Significant individuals in Ancient Greek history • Ancient Greek democracy • The first Olympics • The battle of Marathon • Greek Gods and Goddesses • The Trojan War
	<p style="text-align: center;"><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> • Use evidence to build up a picture of a past event • Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. • Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. • Begin to select relevant sections of information provided. 	<p style="text-align: center;"><u>Organisation and Communication</u></p> <ul style="list-style-type: none"> • Select and organise historical information to produce structured work, making appropriate use of dates and terms. • To communicate changes as being social, political, economic or technological. • To use historical terms and dates in discussions and writing • To construct informed responses that involve thoughtful selection and 	<p style="text-align: center;"><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> • Use relevant sections of documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. • Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. • Suggest omissions and the means of finding out 	<p style="text-align: center;"><u>Organisation and Communication</u></p> <ul style="list-style-type: none"> • Select, prioritise and organise historical information to produce structured work, making appropriate use of dates and terms. • To communicate changes as being social, political, economic or technological. • To use historical terms and dates in discussions and writing



<ul style="list-style-type: none"> • Investigate own lines of enquiry by posing questions to answer. • Begin to identify primary and secondary sources 	<p>organisation of relevant historical information.</p>	<ul style="list-style-type: none"> • Investigate own lines of enquiry by posing questions to answer. • Recognise primary and secondary sources. • Bring knowledge gathered from several sources together in a fluent account. • To criticise and defend changes, causes, similarities and differences, and evaluate their significance. 	<ul style="list-style-type: none"> • To construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Communicate how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.
<p style="text-align: center;"><u>Historical interpretation</u></p> <ul style="list-style-type: none"> • Compare accounts of events from different sources – fact or fiction • Offer some reasons for different versions of events • Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. • Give reasons why there may be different accounts of history. • Evaluate evidence to choose the most reliable forms. • Make connections, compare and contrast, and note cause and effect of events within a period studied and also with the modern world. 	<p style="text-align: center;"><u>Chronological Understanding</u></p> <ul style="list-style-type: none"> • Apply chronological understanding of topics studied to understand the long arc of development in British history • Sequence key events, movements and dates of time studied by use of timelines, historical recounts, etc. • Use relevant terms and period labels. • Describe the main changes in a historical period studied. • Notice patterns in history and develop empathy for the modern world based on historical events. 	<p style="text-align: center;"><u>Historical interpretation</u></p> <ul style="list-style-type: none"> • Link sources and work out how conclusions were formed • Consider ways of checking the accuracy of interpretations – fact or fiction and opinion • Be aware that different evidence will lead to different conclusions • Evaluate evidence to choose the most reliable forms. • Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past. • Make connections, compare and contrast, and note cause and effect of events, people and changes within a period studied and to the modern and wider world including the nature of ancient civilisations, the achievements and follies of mankind and the expansion and dissolution of empires. 	<p style="text-align: center;"><u>Chronological Understanding</u></p> <ul style="list-style-type: none"> • Apply chronological understanding of topics studied to understand the long arc of development in British history • Prioritise and organise historical information sequentially across periods studied by use of timelines, historical recounts, etc. • Use relevant terms and period labels. • To note historical patterns and apply this to understanding the past, present and future.



Impact on children

Attainment and Progress in standards	Responsible and Respectful Global Citizens	Hollymount Values	Success in their next stage in education	Confidence and independence
<p>All pupils will have a coherent understanding of chronology and deep knowledge and understanding of Britain's past and that of the wider world. They will be able to apply this knowledge across the curriculum and in every day communications.</p> <p>Pupils are detectives and have developed their interests and curiosities.</p>	<p>Pupils are respectful and understanding of others' traditions and cultures due to their deep understanding of historical roots.</p>	<p>Pupils have developed all values through the history curriculum with specific focus on respect, appreciation, courage.</p> <p>Respect- Pupils have developed empathy through an ability to perceive, emotionally experience, and contextualise historical events and experiences.</p> <p>Appreciation- Pupils appreciate what others have done for the modern world and have a firm awareness of the rights and freedoms they have today because of the past.</p> <p>Courage- Pupils are confident in taking risks when investigating and deriving answers to difficult questions.</p>	<p>Pupils are prepared to transfer historical knowledge and skills to the KS3 curriculum</p>	<p>Pupils are independent learners with confidence to follow up on their own interests</p>