

Horn's Mill History Curriculum

'History, the study of the past, is all around us; we are continually making history through our thoughts, words and actions. History is personal and global; it is everyday life and momentous occasions. History is about people.' Historical Association

Curriculum intent:

At Horn's Mill, we provide a high-quality history curriculum that has been carefully designed and sequenced to equip our children with a secure, coherent knowledge about British, local, and world history. It promotes curiosity and a love for learning about the past and has been aligned with our geography curriculum to make valid and purposeful cross-curricular links. As part of a transition project with our local feeder high school, we crafted our curriculum to meet the national curriculum expectations as well as the requirements that the high school expect of their developing historians when they begin Year 7.

Curriculum content is knowledge, vocabulary and experience rich, delivered in a sequenced chronological order. When writing the curriculum, we wanted to dig deeper and linger longer to help develop children's understanding of how different civilisations have helped build the world we know today. Across the year groups, through an enquiry based approach, we continually revisit historical concepts to help children understand how historians studied the past and constructed accounts. Through our history curriculum, children will have opportunities to investigate and interpret the past, understand chronology, build an overview of Britain's past as well of that of the wider world, and to be able to communicate historically. We want children to know how the past has shaped our lives today and how it will shape our future.

Children will study a range of cultures and historical perspectives enabling them to be respectful, tolerant and empathetic; they will leave Horn's Mill with knowledge about key people, events and time periods from the past with an understanding of an overarching historical narrative.





Geography links





Historical concepts explored throughout our curriculum:



Cause & consequence; change & continuity; similarity & difference; hierarchy & power; community & culture; sources & evidence; historical interpretations; chronology & significance.

Early Learning Goals	EYFS
Understanding the World	Context for learning and key vocabulary
<p><u>Past and Present:</u></p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class <p>Similarity and Difference</p>	<ul style="list-style-type: none"> Using the text 'Naughty Bus', explore how toys have changed over time. Chris has Early Years unit on this. Focusing on the text 'The Three Little Pigs', explore how our houses have changed over time (since 1930). Discuss our own houses, where we live and what they are like. Discuss the materials they are made from and how the inside of a house has changed over time When learning about the season 'Summer', explore how the seaside has changed over time. Using the texts 'Seaside: Then & Now' and 'Lucy & Tom' EYFS will have a visit from the local fire station to talk about people around us who help and their important role. 

<ul style="list-style-type: none"> Understand the past through settings, characters and events encountered in books read in class and storytelling 		<i>a long time ago, history, same, different, similarity and difference, change, people, characters, lives, family's history, past, present, now, modern, old, new, yesterday, objects, artefacts, events, parents, grandparents, timeline, order, compare, importance, bravery, buildings</i>	
National Curriculum Objectives		Year 1	Year 2
Pupils should be taught about:		Context for learning and key vocabulary (vocabulary in red should be recalled at end point activities)	
<ul style="list-style-type: none"> Changes within living memory 	<div>Similarity and Difference</div> <div>Sources and Evidence</div>	<p>Year 1 will look at various changes over time from 1930 to today in transport and shopping.</p> <p><i>lifetime, change, parents, grandparents, great-grandparents, way of life, transport, materials, leisure, past, present, modern, similarity and difference</i></p>	
<ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally 	<div>Similarity and Difference</div> <div>Cause and Consequence</div>		<p>Explore various events earlier than the 1930s: the great fire of London, the first aeroplane flight (Wright brothers), Gun Powder Plot, Remembrance Day. Begin to build up the idea of a timeline (before or after).</p> <p><i>Before, after, past, present, significant, remembered, national, global, commemorate, celebration, festivals, anniversaries, remembrance, parliament, events, monarch, appreciation</i></p>
<ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods 	<div>Similarity and Difference</div> <div>Chronology and Significance</div> <div>Community and Culture</div>		<p> Look at various explorers throughout history: Christopher Columbus, Neil Armstrong, Felicity Aston and Matthew Henson, Lady Izabella Bird, Ibn Battuta (camel muslim explorer). Continue to support the understanding of a timeline (before or after) and compare different periods of time.</p> <p><i>contribution, national, international, achievement, explorer, inventor, timeline, past, present, future, society, time period, change, information, similarity and difference</i></p>
<ul style="list-style-type: none"> Significant historical events, people and places in their own locality 	<div>Chronology and Significance</div> <div>Community and Culture</div>	<p>Learn about George Mottishead and the opening of Chester Zoo. <i>Email Chester Zoo for information.</i></p> <p><i>local, history, significant, important, memory, Chester, city, near, historic, contribution</i></p>	

National Curriculum Objectives	Year 3	Year 4	Year 5	Year 6
Pupils should be taught about:	Context for learning and key vocabulary			
<ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age <p><i>Britain, temporary, permanent, Palaeolithic, hunter-gatherers, Mesolithic, Neolithic, early farmers, Skara Brae, Bronze Age, Stonehenge, Iron Age, hill fort, tribal kingdoms, achievements, process of change, landscape, settlements, influence, chronology</i></p>	<p>Chronology and Significance</p> <p>Change and Continuity</p>	<p><i>How were communities formed?</i></p> <p>Using the text 'Stone Age Boy' as a stimulus, explore what life was like during the Stone Age and changes up to the invasion of the Romans.</p>		
<p>The Roman Empire and its impact on Britain</p> <p><i>Empire, society, citizen, influence, technology, travel, road system, trade, connections, regional, national, international, constructed, architecture, religion, inventions, power, conquer, leisure, baths, theatre, connections, peace, power, settlement, hierarchy</i></p>	<p>Cause and Consequence</p> <p>Change and Continuity</p> <p>Hierarchy and Power</p> <p>Community and Culture</p>	<p>Following on from learning in Year 3 about the Iron Age leading up to the invasion of the Romans, explore the Roman Empire and the power of its army.</p> <p><i>Julius Caesar, Claudius, invasion, conquest, resistance, Boudica, Romanisation, hypocaust, viaduct, aqueduct, gladiator, coliseum, amphitheatre, Hadrian's Wall.</i></p> 		
<ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and Scots <p><i>Dark ages, settlement, Christian conversion, Lindisfarne, Sutton Hoo. invasions, expansion, kingdoms, settlements, village life, peasantry, time period, era, languages, defense</i></p>	<p>Change and Continuity</p> <p>Chronology and Significance</p> <p>Similarity and Difference</p> <p>Hierarchy and Power</p> <p>Cause and Consequence</p>		<p>Following on from learning in Year 4 about the Romans, explore the settlement of Anglo-Saxon and Scots following the withdrawal of Romans from Britain.</p>	

<ul style="list-style-type: none"> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor <p><i>Raids, resistance, Danegeld, Alfred the Great, Althelstan, Edward the Confessor, invade, territory, withdrawal</i></p>	<div>Historical interpretations</div> <div>Hierarchy and Power</div> <div>Cause and Consequence</div>			Using the text 'Arthur and the Golden Rope' as a stimulus, explore the ongoing battle for control of Britain.	
<ul style="list-style-type: none"> A local history study 	<div>Sources and Evidence</div> <div>Historical interpretations</div> <div>Cause and Consequence</div>		Following on from learning in Year 3 about the Iron Age, explore the iron age hill fort on Helsby Hill and use this as a stimulus to look at what our area was like in Iron Age times moving into Roman times.		 Using the context of learning about WW1 and WW2, explore what our area was like during these times of conflict. <p><i>impact, legacy, community, obliged, duty.</i></p>
<ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <p><i>Chronological, impact, legacy, turning point, power, conflict monarch, leader, prime minister, military, invade, conquer, allies, axis, occupied, territory, economic, trade, political, renowned, conquer, navigation, civilisation, laws and justice, slave, equality, wisdom, community, follies of mankind, successful leader, complexity.</i></p>	<div>Cause and Consequence</div> <div>Hierarchy and Power</div> <div>Community and Culture</div> <div>Chronology and Significance</div>				<p><i>Conflict and resolutions</i></p> <p>A study of WW1, WW2 and the evolution of civil rights from the 1900s to modern day (role of women voting, black civil rights, girl's education)</p>
<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 	<div>Sources and Evidence</div> <div>Hierarchy and Power</div> <div>Community and Culture</div>	<p><i>What did the Egyptians do?</i></p> <p>Using the text, 'Zeraffa Giraffa' as a stimulus, explore the achievements of Ancient Egyptians.</p>			

<p><i>Civilisations, irrigation, mummification, pyramid, settlement, power, conflict, slave, citizen, dynasties, trade, connections, hierarchy, wealth, religion, beliefs, archaeologists, merchant, calendar, astronomy</i></p> <p>Chronology and Significance</p>	 Following from learning about the stone and bronze age, look at where the first civilisations fit in on a timeline. (Where, when, common achievements) <i>Ancient Sumer, The Indus Valley, Shang Dynasty.</i>			
<ul style="list-style-type: none"> Ancient Greece - a study of Greek life and achievements and their influence on the western world <p>Community and Culture</p> <p>Change and Continuity</p> <p>Hierarchy and Power</p>	<p>Year 4 to explore Ancient Greece before the Romans.</p> <p>Whole school focus every 4 years to coincide with the Olympics exploring Greek achievements such as: Olympic games/sport, democracy, architecture, theatre, stories and medicine.</p> <p><i>justice, prosperity, chronology, achievement, impact, laws, myths, legends, education, wealth, art and culture, sacrifice, beliefs, influence, religion, trade, medicine, technology, western world, democracy, philosophy, Olympic games, Athens, Parthenon/Acropolis, calendar, astronomy</i></p>			
<ul style="list-style-type: none"> A non-European society that provides contrasts with British history - one study chosen from; early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c.AD 900; Benin (West Africa) c. AD 900 - 1300 <p><i>achievements, influence, scholars, dynasties, symbolic, civilisation, technology, comparison, similarity and difference, era, chronology.</i></p> <p>Similarity and Difference</p> <p>Historical interpretations</p> <p>Community and Culture</p>			<p>In the context of looking at North America, explore the Mayan Civilisations in central America and compare with British history during this period (900 AD)</p> <p>Chris has planning (Dr Diane Davies can visit)</p>  <p><i>Mesoamerica, Codex, Chichen Itza</i></p>	

End points for History

After each unit of learning, children will complete an end point activity that demonstrates the knowledge that they have retained. Children will demonstrate their understanding of the key vocabulary (coloured in red on our curriculum) verbally and/or in written form.