





“If you want to understand today, you have to search yesterday.” – Pearl Buck

Curriculum Intent	
<p>The History Curriculum at FHC is designed to ensure that children gain a coherent knowledge and understanding of Britain's past and that of the wider world and inspire pupils' curiosity to know more about the past. Learning history enables children to develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people. What they learn through history can influence their decisions about personal choices, attitudes and values.</p>	
<p>All history blocks are 5 weeks long and 1 week Little People books per ½ term.</p>	
<p>Termly assemblies to share the Little People books and what the children have learnt.</p>	
Purpose of Study	
<p><b>Understanding the world we live in</b></p> 	<p>We want our history curriculum to show our children how the world has changed because of events in the past and how it has shaped the UK. History will help them to make sense of the world that they live in. By comparing their lives to the lives of people in the past, they are able to consider their own lives in a new light. We want our children to empathise and show compassion towards those living in other periods.</p> <p>We live in the present and to help us with our future – we first need to understand where you have come from.</p>
<p><b>Linked to my life</b></p> 	<p>We want our history curriculum to help our children to understand how events in the past made things the way they are today. With lessons from the past, we not only learn about ourselves and how we came to be, but also develop the ability to avoid mistakes and create better paths for our societies. Learning history helps us to understand the immense complexity of our world and therefore enables us to cope with the problems and possibilities of the present and future.</p>
<p><b>Practical Skills</b></p> 	<p>We aim that through our curriculum children will learn to ask historical questions and gain chronological understanding. We hope it will ignite their interest in the past so they will want to inquire about it and through this interpret what has happened. It will also enable our children to order events in time and find the differences and similarities and enable them to write and talk about the past by using different sources for information and asking and answering questions.</p>
<p><b>Knowledge</b></p> 	<p>Our history progression document clearly sets out the progression of skills from EYFS to Year 6 and through this our children will build their knowledge of the history of their local area, the UK and further afield. It will help them to understand their place in the world, and in the long story of human development. And it challenges them to make sense of the similarities and differences in human experiences across time and place.</p>
<p><b>Assessment and recording for long term knowledge retention:</b>                      Entry task: what they already know and what they want to know grid.                      Exit task: A task to show understanding of concepts being covered</p>	



Summary of Progression- Chronological knowledge and understanding							
FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronological Knowledge and Understanding</b> Identifying links across and between different periods and between different historical categories e.g. economic, political, social, etc							
Use everyday language for the passing of time. • Talk about my home, and the people who are important to me	Begin to understand people and events before they were born. • Use the everyday terms to describe the passing of time. • Sequence objects, everyday events and stories within experience within time order e.g. the school day. • Talk about and describe my home and the way I live e.g. day to day life, things I do, my house, my family.	Develop an awareness of the past e.g. know how long ago something happened, and have a sense of how long each era in History lasted. • Develop a sense of period, what was it really like living in that era? • Use common words and phrases relating to the passing of time. • Identify different ways in which the past is represented.	• Know where all people/events studies fit into a chronological framework e.g. know how long ago something happened, and have a sense of how long each era in History lasted. • Develop a sense of period, what was it really like living in that era? • Identify similarities and differences between periods.	Extend and deepen their chronologically secure knowledge of History e.g. know how long ago something happened, and have a sense of how long each era in History lasted. • Develop a sense of period, what was it really like living in that era? • Make connections with significant events, draw contrasts and analyses trends within periods and over long arcs of time. • Use historical terms and concepts in increasingly sophisticated ways.	• Continue to develop chronologically secure knowledge of History e.g. know how long ago something happened, and have a sense of how long each era in History lasted. • Develop a sense of period, what was it really like living in that era? • Establish clear narratives within and across periods studied. • Understand that different versions of the past may exist, giving some reasons for this.	• Extend and deepen their chronologically secure knowledge of History e.g. know how long ago something happened, and have a sense of how long each era in History lasted. • Develop a sense of period, what was it really like living in that era? • Make connections and contrasts with significant events. • Discern how and why contrasting arguments and interpretations of the past have been constructed.	• Extend and deepen their chronologically secure knowledge of History e.g. know how long ago something happened, and have a sense of how long each era in History lasted. • Develop a sense of period, what was it really like living in that era? • Make connections with significant events, draw contrasts and analyse trends within periods and over long arcs of time. • Use historical terms and concepts in increasingly
<b>Continuity and Change:</b> Understanding how and why change occurs in history, why and how things stay the same and analysing trends.							
Comments on characters from stories including figures from the past e.g. dinosaurs.	Comment on images of familiar situations in the past. • Compare and contrast characters from stories	Identify similarities / differences between ways of life at different times e.g. what has	• Identify similarities / differences between ways of life at different	Note connections, contrasts and trends over time. • Describe / make links between main	• Note connections, contrasts and trends over time.	Evaluate and analyse connections, contrasts and trends over time.	• Evaluate and analyse connections, contrasts and trends over time.



	including figures from the past e.g. knights and dinosaurs.	changed, but more importantly what has stayed the same? Is change always good?	times e.g. what has changed, but more importantly what has stayed the same? Is change always good?	events, situations and changes within and across different periods/societies e.g. what has changed, but more importantly what has stayed the same? Is change always good?	• Describe / make links between main events, situations and changes within and across different periods/societies e.g. what has changed, but more importantly what has stayed the same? Is change always good?	• Describe / make links between main events, situations and changes within and across different periods/societies e.g. what has changed, but more importantly what has stayed the same? Is change always good?	• Describe / make links between main events, situations and changes within and across different periods/societies e.g. what has changed, but more importantly what has stayed the same? Is change always good?
<p><b>Cause and Consequence:</b> Identify, describe reasons for and results of historical events, situations and changes studied in the past</p>							
Begin to know about similarities and differences between themselves and others	Know about similarities and differences between themselves and others, and among families	Know about similarities and differences between themselves and others, and among families, communities and traditions e.g. what was the specific cause of x or y and why it happened then rather than at another time.	Know about similarities and differences between themselves and others, and among families, communities and traditions e.g. what was the specific cause of x or y and why it happened then rather than at another time.	Analyse/explain reasons for, and results of, historical events, situations, changes e.g. what was the specific cause of x or y and why it happened then rather than at another time.	Analyse/explain reasons for, and results of, historical events, situations, changes e.g. what was the specific cause of x or y and why it happened then rather than at another time.	• Identify and give reasons for, results of, historical events, situations, changes. • Describe social, cultural, religious and ethnic diversity in Britain & the wider world e.g. what was the specific cause of x or y and why it happened then rather than at another time.	Identify and give reasons for, results of, historical events, situations, changes. • Describe social, cultural, religious and ethnic diversity in Britain & the wider world e.g. what was the specific cause of x or y and why it happened then rather than at another time.
<p><b>Significance:</b> Understanding why some events, individuals, situations, changes, societies and periods are considered significant.</p>							
• Show interests in different occupations.	• Talk about members of their immediate family and their community.	• Identify historically significant people	• Identify historically significant people	• Identify historically significant people	• Identify historically significant people	• Consider/explain the significance of events, people	• Consider/explain the significance of events, people

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<ul style="list-style-type: none"> <li>• Begin to make sense of their own life story and family history.</li> </ul>	<ul style="list-style-type: none"> <li>• Name, describe people who are familiar to them (police, doctors, teachers, fire service).</li> </ul>	<p>and events in situations e.g. How have they had a long and lasting impact? Why do we study some people and events and not others? Why are those events important enough to study?</p>	<p>and events in situations .e.g. How have they had a long and lasting impact? Why do we study some people and events and not others? Why are those events important enough to study?</p>	<p>and events in situations.</p> <ul style="list-style-type: none"> <li>• Consider/explain the significance of events, people and developments in their context and in the present e.g. how have they had a long and lasting impact? Why do we study some people and events and not others? Why are those events important enough to study?</li> </ul>	<p>and events in situations.</p> <ul style="list-style-type: none"> <li>• Consider/explain the significance of events, people and developments in their context and in the present e.g. how have they had a long and lasting impact? Why do we study some people and events and not others? Why are those events important enough to study?</li> </ul>	<p>and developments in their context and in the present e.g. how have they had a long and lasting impact? Why do we study some people and events and not others? Why are those events important enough to study?</p>	<p>and developments in their context and in the present e.g. how have they had a long and lasting impact? Why do we study some people and events and not others? Why are those events important enough to study?</p>
<p><b>Historical Enquiry:</b> Understanding the methods of enquiry, including how evidence is used to make historical claims.</p>							
<p>Historical Enquiry: Understanding the methods of enquiry, including how evidence is used to make historical claims.</p>	<ul style="list-style-type: none"> <li>• Ask and answer questions.</li> <li>• Talk about and share experiences of the past and present modelling and encouraging appropriate tenses.</li> <li>• Talk about and describe artefacts from the past and present.</li> <li>• Record memories of special events (memory box across the year)</li> <li>• Opportunities to role play</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions.</li> <li>• Understand some ways we find out about the past.</li> <li>• Choose and use parts of stories and other sources to show understanding of concepts e.g. are historical accounts biased depending on the author?</li> </ul> <p><b>Examples of enquiry questions:</b></p> <ul style="list-style-type: none"> <li>• <b>Would you rather be a child now or when your</b></li> </ul>	<ul style="list-style-type: none"> <li>• Choose and use parts of stories and other sources to show understanding of concepts of chronology, similarity, difference, cause and consequence.</li> <li>• Ask and answer questions.</li> </ul> <p><b>Examples of enquiry questions:</b></p> <ul style="list-style-type: none"> <li>• <b>Was Christopher Columbus a hero or villain?</b></li> <li>• <b>Did Guy Fawkes make the right choice?</b></li> </ul>	<ul style="list-style-type: none"> <li>• Pursue historically valid enquiries including some they have framed.</li> <li>• Understand how different types of sources are used rigorously to make historical claims.</li> <li>• Create relevant, structured and evidentially supported accounts.</li> <li>• Discern how and why contrasting arguments and interpretations of the past have been constructed e.g. are</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly address and sometimes devise historically valid questions.</li> <li>• Understand how knowledge of the past is constructed from a range of sources.</li> <li>• Construct informed responses by Selecting and organising relevant historical information.</li> </ul>	<ul style="list-style-type: none"> <li>• Pursue historically valid enquiries including some they have framed.</li> <li>• Understand how different types of sources are used rigorously to make historical claims.</li> <li>• Create relevant, structured and evidentially supported accounts.</li> </ul>	<p>Understand how different types of sources are used rigorously to make historical claims.</p> <ul style="list-style-type: none"> <li>• Create relevant, structured and evidentially supported accounts.</li> <li>• Discern how and why contrasting arguments and interpretations of the past have been constructed e.g. are historical</li> </ul>



		<p><b>Grandparents were young?</b></p>	<p><b>• Would you rather be a child today or in the Victorian times? • Fact vs Fiction – do fictional stories really depict what was like in Victorian times?</b></p>	<p>historical accounts biased depending on the author?  <b>Examples of enquiry questions:</b>                  • Sand vs Stone – Where would you choose to live?                  • Did Julius Caesar actually conquer Britain?                  • Was Boudicca a hero or villain?                  • What did The Romans do for us? What was the Roman legacy?                  • Fact vs Fiction – do fictional stories really depict what it was like in Roman times?</p>	<p>• Develop the appropriate use of historical terms.  <b>Examples of enquiry questions:</b>                  • Were there any major differences between the Anglo-Saxon and Viking invaders?                  • Were the Viking invaders or settlers?                  • Fact vs Fiction – do fictional stories really depict what it was like in XX times?</p>	<p>• Use historical terms and concepts in increasingly sophisticated ways.  <b>Examples of enquiry questions:</b>                  • Are explorers all pirates?                  • Where would we be without the Industrial Revolution?                  • How does Victorian pollution compare with pollution in our own time?                  • Fact vs Fiction – do fictional stories really depict what it was like for explorers?</p>	<p>accounts biased depending on the author?  <b>Examples of enquiry questions:</b>                  • Why did Hitler persecute the Jews? What were the pros and cons of being evacuated?                  Where was the best place to live during the war?                  • How well does a fictional story tell us what it was like to be an evacuee?                  • Evacuee experiences in Britain, is this all we need to know about children in WWII?                  • How significant was the impact of WWII on women?                  • What patterns of migration occurred – within, from, and to the UK?</p>
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## Little People Books

Year Groups	Autumn 1 Black Voices	Autumn 2 Artists/Authors	Spring 1 Trailblazers	Spring 2 Inventors & Explorers	Summer 1 Scientists	Summer 2 Sports People
FS1	Mae Jamison	Georgia O'Keefe	Amelia Earhart			Marcus Rashford
FS2	Maya Angelou	Aretha Franklin	Neil Armstrong			Evonne Goolagong
Year 1	Nelson Mandela	Stevie Wonder	Emmeline Parkhurst	Steve Jobs	David Attenborough	Billie-Jean King
Year 2	Harriet Tubman	Picasso	Greta Thunberg	Alexander Von Humbolt	Ada Lovelace	Pele
Year 3	Rosa Parks	John Lennon	Gandi	Jane Goodall	Mary Anning	Megan Rapinae
Year 4	Dwayne Johnson	Freda Kahlo	David Bowie	Shackleton	Marie Curie	Wilma Rudolf
Year 5	Martin Luther King	Elton John	Wilma Mankiller	Tesla	Stephen Hawkings Albert Einstein	Jesse Owens
Year 6	Amanda Gorman	Mary Shelley	Malala Yousafzai	Alan Turing	Charles Darwin	Terry Fox

Other texts;

Year 2 – Summer 2 – Fantastically Great Women who worked wonders By Kate Pankhurst



# Overview of Topics

<b>FHC Humanities Curriculum</b>						
<b>Historical Concepts (Substantive Concepts)</b> Trade Making Change Monarchy Migration Women Empire (inc concept Invasion)			<b>Disciplinary Concepts</b> Cause and consequence Change over time (continuity & change) Compare and contrast Significance/Impact Similarity & Difference Historical investigation			
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Nursery					<b>Transitions and change in my life</b>	
Reception		<b>Personal history, myself and my family</b>	<b>My house and houses through time.</b>		<b>Dinosaurs</b>	
Y1	<p style="color: green;"><b>Leeds on the Map</b> (how we use maps, key features, the city maps, local area maps, local features, Leeds, Whinmoor, Seacroft)</p> <p><b>PE/Computing-</b> orientteering intro- using beebots</p>	<p style="color: green;"><b>UK on the Map</b> (4 countries and capitals)</p>	<p><b>Changes within living memory</b> (Toys and games Technology and communication)</p> <p>Trade Change over time</p>	<p><b>Comparing Monarchs</b> - Charles III - Elizabeth II - Victoria</p> <p>Monarchy Similarity and difference</p>	<p style="color: green;"><b>Non-European Country</b> India</p> <p style="color: blue;"><b>Dance-</b> Bollywood</p> <p style="color: blue;"><b>Drama-</b> Indian folk tales</p>	<p><b>Celebrations</b></p> <ul style="list-style-type: none"> <li>- History of Leeds Carnival (craft links)</li> <li>- Leeds Children's day, 1950s</li> </ul> <p>Migration Historical investigation</p>
Y2	<p><b>Leeds over Time</b> (Include local landmarks i.e. Whinmoor Windmill, Seacroft Hall/Grange /</p>	<p><b>Gunpowder Plot</b></p> <p>Making change Cause and consequence</p>	<p style="color: green;"><b>Wonders of the World</b> (7 Continents and 5 Oceans)</p>	<p style="color: green;"><b>Hot and Cold Places</b> (deserts, Polar/Arctic regions, animals and habitats)</p>	<p><b>Significant Women</b></p> <ul style="list-style-type: none"> <li>- Florence Nightingale/ Mary Seacole</li> <li>- Mary Anning</li> <li>- Amy Johnson</li> </ul>	<p style="color: purple;"><b>Seaside</b> (Could be a mix of geog/hist/art – seascapes)</p>

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	<p>Kirkgate market, Transport links)</p> <p>Change over time</p>			<p><b>Science -Living things and their habitats</b> (animals and plants in and their habitats)</p>	<p>Women Significance/impact</p>	<p>Small focus on seaside holidays over time Geog- rockpooling and marine landscapes</p>
Y3	<p><b>Stone Age to Iron Age</b></p> <p><b>Science-Rocks And Fossils (what becomes fossils and what are fossils evidence of?)</b></p> <p><b>Art- how artists' works with palaeontologists work with artists to make best guesses about colours, shape etc)- rabbit skeleton activity</b></p> <p>Trade Migration Change and continuity Historical investigation</p>	<p><b>Rivers and the Water Cycle</b> (Comparison River Aire and River Nile- features of rivers)</p>	<p><b>Egyptians</b> (Roman invasion at end of Egyptian Empire) (TFW- Egyptian Cinderella story)</p> <p><b>Drama- Egyptian Cinderella</b></p> <p>Monarchy Women Change over time</p>	<p><b>Greeks</b> (Roman invasion at end of Greek Empire Alexander the Greek invasion of Egypt)</p> <p>Trade Making change (democracy) Significance/impact</p>	<p><b>European Region – Sicily</b></p>	<p><b>Farm to Fork –</b> Local food trade (Local Food and Local Producers), Yorkshire produce i.e.: Rhubarb, Liquorice &amp; Haribo, Local supermarkets) (Tesco program)</p> <p><b>Science- Living Things (Animals, Humans and Plants) Plants</b></p>
Y4	<p><b>Roman Britain</b> (Crossover from the Iron age into the Roman empire, what was Britain like when the Roman's invaded, Queen Cartimandua &amp; then focus on the diversity of the Roman Empire)</p>	<p><b>Natural Disasters –</b> (Earthquakes, Volcanoes- Pompeii, Flooding)</p>	<p><b>Anglo Saxons</b> (King Alfred, Development of English language- etymology- Battle of Winwaed, places names, angle Saxon cross mapping, conversion to Christianity and gods)</p>	<p><b>Vikings</b> (Danelaw, Viking culture, Weyland stone cross, Viking conversion to Christianity, Alfred's treaty with Guthrum)</p>	<p><b>Study of UK Region – Yorkshire</b> (Physical features, Settlements, land use, Urban centres/Rural centres, Tourism, Yorkshire 3 peaks, Reservoirs &amp; Dales/Moors)</p>	<p><b>Americas + UK</b> (Texas- comparison- human geography &amp; physical geography)</p>



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	<p>The ivory Bangle lady- York Septimius Severus- African Roman Emperor based in York</p> <p><b>Drama-</b> story of Cartimandua</p> <p>Empire Trade Significance/impact</p>		<p><b>Drama-</b> Beowulf and The Ruin</p> <p>Monarchy Migration Compare and contrast (with Romans)</p>	<p>Trade Invasion (empire) Cause and consequence</p>		
Y5	<p><b>Science-Space &amp; The Big Bang</b></p>	<p><b>Benin</b> (chronological comparisons to the Roman and Anglo Saxons as happening at the same time, British invasion of Benin, returning artefacts, the Ogiso history &amp; first Oba &amp; Eweke Dynasty, Portuguese Invasion &amp; the first western accounts of Benin, Slavery) *Digital Benin</p> <p><b>Crew</b> - photos of 1987 British Colonialists and the Bronze pile <b>Crew</b> – the scramble for Africa and Palm oil <b>Crew-</b> The West Yorkshire Regiment involvement in the Asanti</p> <p><b>Craft-</b> lost wax cast jewellery</p>	<p><b>Counties/Cities of UK</b> (Could look at green energy transition, wind farms, solar- what different approaches counties are taking)</p>	<p><b>Victorian Reformers</b> (reformers for schooling, reformers for health, reformers around work, the birth of the Police, trade unions, corn laws)</p> <p>Making change Trade Compare and contrast (reforms/reformers)</p>	<p><b>Global trade</b> (Rainforests Fairtrade/ Rainforest Alliance, links to supermarkets &amp; their conscious choices)</p>	<p><b>Activism Over Time</b> (The Pilgrimage of Grace Luddites Suffragettes- universal women's suffrage in 1920 Carnival as a form of Activism Greta Thunberg)</p> <p>Women Making change Migration Cause and consequence Change over time</p>

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		Empire Monarchy Historical investigation				
Y6	<b>WW2</b> (Context, causes and consequences, role of Empire in WW2, the Blitz & Evacuation)  Women Empire Significance/impact	<b>Mapping the World</b> (Time zones, Latitude Longitude, Location of countries in Europe & Russia,, Environmental regions / vegetation belts)  <b>Overview of Early civilisations</b> (linked to Geographical region study)	<b>Leeds (Post-war change)</b> (Housing expansion (Seacroft + Whinmoor), NHS, Windrush & migrations from wider Empire)  Migration Making change Significance/impact	<b>Exploring the unknown</b> The Marine Biome (David Attenborough)		<b>The Art of Protest</b> (Global citizens, Resilient individual/s, Cross curricular)  <b>Crew-</b> the Policing Crime Bill, the rights and responsibility of protest

## Key

History

Geography

Crew

Science

Drama

Craft

History/geography/Art

Historical Concepts (Substantive Concepts)

Disciplinary Concepts

Art