



Hawley Primary School History Curriculum 2023 - 2024

EXPERIENTIAL

COMMUNITY

CREATIVITY

ASPIRATIONAL

Hawley's History Curriculum Aims

CREATIVITY	Inspire curiosity in children to ask questions, think creatively and critically to evaluate and analyse historical evidence.
COMMUNITY	Deepen knowledge of the history of our local community, as well as national and global history to cultivate an awareness of how human lives, societal diversity and relationships have changed over time.
EXPERIENTIAL	Using primary sources of evidence, including significant artefacts found in local museums, to deepen children's substantive and disciplinary knowledge.
ASPIRATIONAL	Awareness of significant global, British, and local historical figures and events as well developing empathy and drawing lessons from past mistakes.

Teaching and Learning

An enquiry approach

At Hawley, we use an enquiry led approach. This is because historians use a similar approach. Each unit is framed using an overarching enquiry question. Within the unit, there are 5 or 6 smaller enquiry questions which support the children's ability to answer the overarching question. Each lesson begins the same way and revisits the overarching question and asks the children whether we can full answer the enquiry yet. Each lesson ends with a review of the learning and how it has helped to answer the overarching question. By using this approach, children can gain a sense of the enquiry nature of learning history and also how historians work enabling the children to see themselves as historians too.

Historical enquiry

Historical enquiry refers to the skills historians use to critically examine evidence to make claims about historical events and to compare interpretations of the past and how they are constructed. Through historical enquiry, children learn about the nature of primary and secondary sources, begin to understand how our knowledge of the past is constructed, develop chronological understanding and make connections between time periods. Historical enquiry skills are mapped out on our progression map.

Enquiry questions

Each unit is framed using an enquiry question. By doing so, we enable children to develop both their substantive and disciplinary knowledge.



Hawley Primary School History Curriculum 2023 - 2024

EXPERIENTIAL

COMMUNITY

CREATIVITY

ASPIRATIONAL

Substantive knowledge

Refers to the residual knowledge children take away from each unit after it has been taught. It consists of core facts and historical knowledge about the time period, such as historical narrative, significant events or people, period features, chronology and substantive concepts.

Substantive concepts

These are the concepts that children will come across repeatedly across their learning in history in order for them to be meaningful and supportive in making conceptual connections. They are concepts that mean slightly different things across different contexts. By encountering these more than once, children will slowly build up their understanding of these concepts throughout history.

The substantive concepts we focus on at Hawley are:

Civilisation (Social and Cultural)

Trade

Invasion, settlement and migration

Achievements of Humanity

Distilled to four key concepts

Each unit may focus on one or more substantive concepts. The concepts are revisited as children progress through their learning in history. The concepts are made explicit by teachers at the start of the lessons.

Below is a map which tracks the progression of these substantive concepts



Hawley Primary School History Curriculum 2023 - 2024

EXPERIENTIAL

COMMUNITY

CREATIVITY

ASPIRATIONAL

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Beryl Gilroy: How is she a significant figure?	Wangari Maathai: How is she a significant figure?	How did technology change the lives of ancient Britons?	What did the ancient Greeks ever do for us?	What is the legacy of the Windrush?	How did WW2 impact London?
Achievements of Humanity	Civilisation Achievements of Humanity	Settlement and migration Achievements of Humanity	Civilisation Achievements of Humanity	Settlement and migration	Invasion, settlement and migration Achievements of Humanity
How have toys changed?	How were schools different in the past?	Why were the ancient Egyptians so great?	Why did the Romans invade Britain?	Were the Vikings raiders, traders or settlers?	
Achievements of Humanity	Civilisation Achievements of Humanity	Civilisation Achievements of Humanity Trade	Civilisation Invasion, settlement and migration Trade Achievements of Humanity	Civilisation Invasion, settlement and migration Trade	Civilisation Achievements of Humanity
Why is our canal so significant?	How was the sinking of the Titanic significant?	What did the ancient Maya achieve?	How hard was it to invade and settle in Britain?	What changes took place when European settlers started trading with the Kingdom of Benin?	What was the world like in 1000 CE?
Achievements of Humanity	Settlement and migration Achievements of Humanity	Civilisation Achievements of Humanity	Civilisation Invasion, settlement and migration	Civilisation Invasion, settlement and migration Trade Achievements of Humanity	Civilisation Invasion, settlement and migration Trade Achievements of Humanity

Disciplinary knowledge

This includes all the skills the children need to develop over time during their history learning. They are skills that will enable them to critically analyse contrasting arguments and interpretations of the past and make reasoned judgements. Disciplinary knowledge is split into disciplinary concepts and historical enquiry.

Disciplinary concepts

These form the basis of many questions historians ask about the past. These concepts will enable children to ask historically-valid questions, create connections, identify contrasts, examine trends and construct analyses. These are mapped out in our progression map and include:



Hawley Primary School History Curriculum 2023 - 2024

EXPERIENTIAL

COMMUNITY

CREATIVITY

ASPIRATIONAL

Chronology	How historians secure a timeline of the past and coherent narratives across time
Continuity and Change	How historians make judgments about the nature or pace of change across time
Similarity and Difference	How historians make judgments about the extent of similarity and difference within or between groups, places or societies in the same time period.
Cause and Consequence	How historians make judgments about why an event occurred, or the consequences of an event.
Historical Significance (individual/event)	How and why historians ascribe significance to historical people or events
Evidence - Historical Enquiry and Interpretation	How historians use sources to make claims about the past. How and why historical interpretations are different.

Knowledge organisers

Children are given a knowledge organiser at the start of each unit of study. They outline the key knowledge that will be taught and learnt. The children highlight the learning on the knowledge organiser as it is learnt.

Are all settlements the same?

Geography Knowledge Organiser

What I have already learned

- in geography human features are built by humans
- in geography physical features are naturally occur
- the world continents on planet Earth
- England is a country in the United Kingdom and so are Scotland, Wales and Northern Ireland
- a long time ago people lived in caves and then began to live together in settlements

Key Vocabulary

settlement A community where people live

community A group of people living in a particular area

urban Busy places with many buildings and lots of people, like a city

rural A places with lots of open space, farms, and fewer people, like a small town or countryside area

pattern Something that happens regularly in a repeated way

Human features: built by people (roads, houses and bridges)

Physical features: are landforms that occur naturally (rivers, forests, hills and beaches)

What I will learn

- that settlements are communities where people live
- about the three main types of settlements: village, town and city
- how communities size tend to live, transport, farm, sell and enjoy
- that settlement patterns can be arranged in a linear, nucleated and dispersed way

EXPERIENTIAL COMMUNITY CREATIVITY ASPIRATIONAL

Why is our World Wonderful?

Geography Knowledge Organiser

What I have already learned

I know

- there are different countries in the UK
- the difference between human and physical features
- the continent of Africa and some countries that are in it
- there are 7 continents and their names

What I will learn

- the names of the 5 oceans
- the locations of some human and physical features on a world map
- the difference between seas and oceans

Key Vocabulary

sea A smaller area of saltwater, surrounded by land but connected to the ocean. Smaller than an ocean.

ocean A large body of saltwater that covers a huge part of the Earth.

continent an enormous piece of land, much bigger than a country.

country A country is an area of land with its own group of people and leaders, such as the United States or China.

locate to exactly find where something is.

landmark something important and easy to see, like a statue or building that helps you know where you are.

EXPERIENTIAL COMMUNITY CREATIVITY ASPIRATIONAL

What's The Weather Like in the UK?

Geography Knowledge Organiser

What I have already learned

I know

- the different types of weather
- what clothes are good for different types of weather

What I will learn

- the four countries of the UK
- the four compass points
- the capital cities of the UK countries
- that the weather is different in different parts of the UK

Key Vocabulary

country a land controlled by a single government

capital city the city where the government is located

weather what the conditions are like in a particular place

seasons the cycle of weather changes

compass a tool for finding direction

Four compass points

Four seasons

EXPERIENTIAL COMMUNITY CREATIVITY ASPIRATIONAL



Hawley Primary School History Curriculum 2023 - 2024

EXPERIENTIAL

COMMUNITY

CREATIVITY

ASPIRATIONAL

Assessment

At the end of the unit, the children complete an assessment task using a blank, or partially completed knowledge organiser and they are required to complete it using the knowledge they have acquired throughout the topic. Gaps are made aware to the teacher, who can then address these in a follow-up session.

Retrieval practice: At the start of each lesson, children have an opportunity to retrieve their prior learning. This helps to embed the knowledge into their long term memory. This part of the lesson takes a maximum of 5 minutes to complete but enables teachers to identify gaps and address misconceptions. Quizzes, speaking like an expert, quick fire recall are some of the strategies used.

Disciplinary concepts: Skills catcher. The concepts are made explicit at the beginning of each lesson. Children can then make links as they travel through the school. For example. 'We are learning about trade. When have you learnt about trade before? How is it changed? How is it similar?'

History Progression map						
	Early Learning Goals	Nursery	Reception			
Understanding the World	<p>Talk about the lives of people around them and their roles in society;</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p>	<p>Begin to make sense of their own life-story and family's history.</p>	<p>Begin to make sense of their own life-story and family's history;</p> <p>Comment on images of familiar situations in the past;</p> <p>Compare and contrast characters from stories, including figures from the past;</p>		.	



Hawley Primary School History Curriculum 2023 - 2024

EXPERIENTIAL

COMMUNITY

CREATIVITY

ASPIRATIONAL

Disciplinary Concepts						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	<p>Sequence artefacts and events that are close together in time;</p> <p>Sequence pictures from different periods;</p> <p>Describe memories and changes that have happened in their own lives;</p> <p>Use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time.</p>	<p>Sequence artefacts and events that are close together in time;</p> <p>Sequence pictures from different periods;</p> <p>Order dates from earliest to latest on simple timelines;</p> <p>Describe memories and changes that have happened in their own lives;</p> <p>Use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time.</p>	<p>Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;</p> <p>Understand that a timeline can be divided into BCE (Before Common Era) and CE (Common Era).</p>	<p>Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;</p> <p>Understand that a timeline can be divided into BCE (Before Common Era) and CE (Common Era).</p>	<p>Order an increasing number of significant events, movements and dates on a timeline using dates accurately;</p> <p>Accurately use dates and terms to describe historical events;</p> <p>Understand how some historical events/periods occurred concurrently in different locations, e.g. Mayan civilisation and Anglo-Saxons.</p>	<p>Order an increasing number of significant events, movements and dates on a timeline using dates accurately;</p> <p>Accurately use dates and terms to describe historical events;</p> <p>Understand how some historical events/periods occurred concurrently in different locations, e.g. Mayan civilisation and Anglo-Saxons.</p>
Continuity and Change	<p>Begin to identify old and new things across periods of time through pictures, photographs and objects;</p> <p>Begin to understand that some things change and some things stay nearly the same.</p>	<p>Begin to identify old and new things across periods of time through pictures, photographs and objects;</p> <p>Begin to understand that some things change and some things stay nearly the same.</p>	<p>Identify key things that stayed the same between periods;</p> <p>Identify key things that changed between periods;</p> <p>Start to explain the impact of some changes that have happened throughout different periods of time;</p> <p>Identify that there are reasons for continuities and changes across periods of time and explain some of these;</p>	<p>Identify key things that stayed the same between periods;</p> <p>Identify key things that changed between periods;</p> <p>Start to explain the impact of some changes that have happened throughout different periods of time;</p> <p>Identify that there are reasons for continuities and changes across periods of time and explain some of these;</p>	<p>Identify why some changes between different periods of time have had more significant consequences than others;</p> <p>Explain why some periods in history may have had more changes (e.g. post-war Britain) and some may have had more continuity;</p> <p>Start to categorise some types of changes into political, economic social and technological;</p>	<p>Identify why some changes between different periods of time have had more significant consequences than others;</p> <p>Explain why some periods in history may have had more changes (e.g. post-war Britain) and some may have had more continuity;</p> <p>Start to categorise some types of changes into political, economic social and technological;</p>



Hawley Primary School History Curriculum 2023 - 2024

EXPERIENTIAL

COMMUNITY

CREATIVITY

ASPIRATIONAL

			Start to understand that there are times in history when change happens suddenly.	Start to understand that there are times in history when change happens suddenly.	Understand that there are times in history when change happens suddenly and these moments of change can be referred to as 'turning points' in history; Understand and describe in some detail the main changes to an aspect of a period in history.	Understand that there are times in history when change happens suddenly and these moments of change can be referred to as 'turning points' in history; Understand and describe in some detail the main changes to an aspect of a period in history.
Similarity and Difference	<p>Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female;</p> <p>Identify that some things within living memory are similar and some things are different;</p> <p>Recognise some similarities and differences between the past and the present.</p>	<p>Start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female;</p> <p>Identify that some things within living memory are similar and some things are different;</p> <p>Recognise some similarities and differences between the past and the present.</p>	<p>Identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs;</p> <p>Identify and give some examples of how life was similar in the past.</p>	<p>Identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs;</p> <p>Identify and give some examples of how life was similar in the past.</p>	<p>Explain and give varied examples of how life was similar and different in the past;</p> <p>Explain and give examples to show that things may have been different from place to place at the same time and for different people;</p> <p>Start to give reasons for these similarities and differences.</p>	<p>Explain and give varied examples of how life was similar and different in the past;</p> <p>Explain and give examples to show that things may have been different from place to place at the same time and for different people;</p> <p>Start to give reasons for these similarities and differences.</p>
Cause and Consequence	<p>Understand that a cause makes something happen and that historical events have causes;</p> <p>Explain that historical events are caused by things that occurred before them;</p> <p>Understand that a consequence is something that happens as a result of something else.</p>	<p>Understand that a cause makes something happen and that historical events have causes;</p> <p>Explain that historical events are caused by things that occurred before them;</p> <p>Understand that a consequence is something that happens as a result of something else.</p>	<p>Understand that a cause is something directly linked to an event and not just something that happened before it;</p> <p>Start to understand that there are short and long-term causes of events;</p> <p>Comment on the importance of the different causes for some key events;</p> <p>Explain a series of directly related events that</p>	<p>Understand that a cause is something directly linked to an event and not just something that happened before it;</p> <p>Start to understand that there are short and long-term causes of events;</p> <p>Comment on the importance of the different causes for some key events;</p> <p>Explain a series of directly related events that</p>	<p>Examine in more detail the short and long-term causes of an event being studied;</p> <p>Understand that some causes may be more significant than others and that some causes are less significant;</p> <p>Begin to understand that historians may not agree on the main causes of an event;</p> <p>Understand that one event can have multiple consequences that impact</p>	<p>Examine in more detail the short and long-term causes of an event being studied;</p> <p>Understand that some causes may be more significant than others and that some causes are less significant;</p> <p>Begin to understand that historians may not agree on the main causes of an event;</p> <p>Understand that one event can have multiple consequences that impact</p>



Hawley Primary School History Curriculum 2023 - 2024

EXPERIENTIAL

COMMUNITY

CREATIVITY

ASPIRATIONAL

			<p>happened in the lead up to a historical event;</p> <p>Begin to understand that historical events create changes that have consequences;</p> <p>Understand that a consequence is something that happens as a direct result of something else;</p> <p>Understand that historical events have consequences that sometimes last long after the event is over.</p>	<p>happened in the lead up to a historical event;</p> <p>Begin to understand that historical events create changes that have consequences;</p> <p>Understand that a consequence is something that happens as a direct result of something else;</p> <p>Understand that historical events have consequences that sometimes last long after the event is over.</p>	<p>on many countries and civilisations;</p> <p>Understand that the consequences of one historical event can sometimes become the causes of another.</p> <p>Address and devise historical questions about cause and consequence.</p>	<p>on many countries and civilisations;</p> <p>Understand that the consequences of one historical event can sometimes become the causes of another.</p> <p>Address and devise historical questions about cause and consequence.</p>
Historical Significance (individual/event)	<p>Explain reasons why someone might be significant;</p> <p>Talk about why a person was important;</p> <p>Talk about why the event was important and what happened.</p>	<p>Explain reasons why someone might be significant;</p> <p>Talk about why a person was important;</p> <p>Talk about why the event was important and what happened.</p>	<p>Begin to understand that historical significance is a decision that people living in modern times make about what they feel are important aspects of the past;</p> <p>Understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us;</p> <p>Identify historically significant people and events from a period of history and give some detail about what they did or what happened.</p>	<p>Begin to understand that historical significance is a decision that people living in modern times make about what they feel are important aspects of the past;</p> <p>Understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us;</p> <p>Identify historically significant people and events from a period of history and give some detail about what they did or what happened.</p>	<p>Explain that historical significance is a personal decision that people make which means that not everyone agrees on who or what is significant;</p> <p>Understand that what we consider to be significant can change throughout different periods;</p> <p>Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally;</p> <p>Identify a range of historically significant people and events from different periods of history and explain why they were significant;</p>	<p>Explain that historical significance is a personal decision that people make which means that not everyone agrees on who or what is significant;</p> <p>Understand that what we consider to be significant can change throughout different periods;</p> <p>Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally;</p> <p>Identify a range of historically significant people and events from different periods of history and explain why they were significant;</p>



Hawley Primary School History Curriculum 2023 - 2024

EXPERIENTIAL

COMMUNITY

CREATIVITY

ASPIRATIONAL

					Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had.	Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had.
Historical Enquiry and Interpretation						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Enquiry	<p>Observe or handle evidence to ask simple questions about the past;</p> <p>Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;</p> <p>Use evidence to explain the key features of events;</p> <p>Sort some objects/artefacts into new and old and then and now.</p>	<p>Observe or handle evidence to ask simple questions about the past;</p> <p>Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;</p> <p>Use evidence to explain the key features of events;</p> <p>Sort some objects/artefacts into new and old and then and now.</p>	<p>Use a range of primary and secondary sources to find out about the past;</p> <p>Construct informed responses through careful selection and organisation of relevant historical information;</p> <p>Gather more detail from sources such as maps to build up a clearer picture of the past;</p> <p>Regularly address and sometimes devise own questions to find answers about the past;</p> <p>Begin to undertake their own research.</p>	<p>Use a range of primary and secondary sources to find out about the past;</p> <p>Construct informed responses through careful selection and organisation of relevant historical information;</p> <p>Gather more detail from sources such as maps to build up a clearer picture of the past;</p> <p>Regularly address and sometimes devise own questions to find answers about the past;</p> <p>Begin to undertake their own research.</p>	<p>Recognise when they are using primary and secondary sources of information to investigate the past;</p> <p>Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites;</p> <p>Select relevant sections of information to address historically valid questions and construct detailed, informed responses;</p> <p>Investigate their own lines of enquiry by posing historically valid questions to answer.</p>	<p>Recognise when they are using primary and secondary sources of information to investigate the past;</p> <p>Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites;</p> <p>Select relevant sections of information to address historically valid questions and construct detailed, informed responses;</p> <p>Investigate their own lines of enquiry by posing historically valid questions to answer.</p>
Historical Interpretation	<p>Observe and use pictures, photographs and artefacts to find out about the past;</p> <p>Start to compare two versions of past events;;</p>	<p>Observe and use pictures, photographs and artefacts to find out about the past;</p> <p>Start to compare two versions of past events;</p>	<p>Look at two versions of the same event or story in history and identify differences;</p> <p>Investigate different accounts of historical events and be able to explain some of the</p>	<p>Look at two versions of the same event or story in history and identify differences;</p> <p>Investigate different accounts of historical events and be able to explain some of the</p>	<p>Find and analyse a wide range of evidence about the past;</p> <p>Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past;</p>	<p>Find and analyse a wide range of evidence about the past;</p> <p>Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past;</p>



Hawley Primary School History Curriculum 2023 - 2024

EXPERIENTIAL

COMMUNITY

CREATIVITY

ASPIRATIONAL

	<p>Start to use stories or accounts to distinguish between fact and fiction;</p> <p>Explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past.</p>	<p>Start to understand that there can be different versions of the same event from the past;</p> <p>Start to use stories or accounts to distinguish between fact and fiction;</p> <p>Explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past.</p>	<p>reasons why the accounts may be different.</p> <p>Begin to understand some of the ways in which historians and others investigate the past.</p>	<p>reasons why the accounts may be different.</p> <p>Begin to understand some of the ways in which historians and others investigate the past.</p>	<p>Consider different ways of checking the accuracy of interpretations of the past;</p> <p>Start to understand the difference between primary and secondary evidence and start to question its reliability;</p> <p>Know that people in the past represent events or ideas in a way that may be to persuade others;</p> <p>Continue to develop their understanding of how historians and others investigate the past.</p>	<p>Consider different ways of checking the accuracy of interpretations of the past;</p> <p>Start to understand the difference between primary and secondary evidence and start to question its reliability;</p> <p>Show an awareness of the concept of propaganda;</p> <p>Know that people in the past represent events or ideas in a way that may be to persuade others;</p> <p>Continue to develop their understanding of how historians and others investigate the past.</p>
--	--	---	--	--	--	---