# History

## Curriculum Overview

Place Partnership

A MULTI-ACADEMY TRUST

## Our Vision

At Horbury Primary Academy, we believe that history helps children understand the world around them and their place within it. Through our vision of **Strong Roots, Growing Minds**, we seek to foster curiosity about the past, develop critical thinkers and inspire pupils to become lifelong learners who appreciate how history has shaped modern society.

Our history curriculum is designed to provide pupils with a coherent understanding of Britain's past and that of the wider world. Through carefully sequenced learning, children develop a secure understanding of chronology, enabling them to place historical periods, civilisations and significant events within a broader historical narrative. We want pupils to recognise that history is not simply about remembering facts, but about exploring evidence, asking questions, challenging viewpoints and drawing informed conclusions.

A key feature of the **Horbury Way** is ensuring that children make meaningful connections between their learning and the community in which they live. By exploring local history alongside national and global events, pupils develop a sense of identity, belonging and pride in their heritage whilst understanding how their local area contributes to the wider story of Britain and the world.

Through high-quality teaching, rich historical enquiry and ambitious vocabulary instruction, we aim for every child to develop:

- A passion for history and an appreciation of its relevance to modern life.
- Secure knowledge and understanding of significant people, events and civilisations.
- A strong understanding of chronology and how historical periods connect.
- An understanding of how historians use evidence to build interpretations of the past.
- The ability to question, investigate, analyse and evaluate historical sources.
- The confidence to communicate historical ideas, interpretations and conclusions using appropriate subject-specific vocabulary.
- An appreciation of their local heritage and its place within the wider historical narrative.

**Implementation**

History is taught through carefully sequenced units that build knowledge and disciplinary understanding over time. Learning is designed to enable pupils to know more, remember more and make meaningful connections between historical periods, events and themes.

Every lesson follows the Horbury curriculum approach:

- Prior learning is revisited through retrieval activities to strengthen long-term memory and establish connections between new and existing knowledge.
- Key historical vocabulary is explicitly taught and revisited through Knowledge Mats, ensuring pupils can confidently understand and communicate historical concepts.
- Teachers provide clear explanations, modelling and guided learning before pupils apply their understanding independently.
- Lessons conclude with an enquiry question that enables pupils to demonstrate their understanding and apply their learning as historians.

Throughout the curriculum, pupils are encouraged to think critically by asking questions, exploring sources, identifying similarities and differences, considering cause and consequence and evaluating historical interpretations.

To ensure high-quality history provision, teachers:

- Have a clear understanding of the key assessment criteria and sticky knowledge for each unit.
- Plan progressive learning that builds historical knowledge and skills over time.
- Provide opportunities for historical enquiry and investigation.
- Use a range of primary and secondary sources to develop analytical thinking.
- Promote the use of ambitious historical vocabulary.
- Deliver regular retrieval opportunities and low-stakes quizzes to support retention.
- Make purposeful links to local history and the wider community.
- Enrich learning through educational visits, workshops, visitors and first-hand experiences.
- Celebrate diversity by exploring a range of cultures, civilisations, perspectives and experiences throughout history.

- Promote discussion, debate and critical thinking to deepen understanding.
- Create engaging learning environments that raise the profile of history across the school.

**Impact**

Through our history curriculum, pupils develop a deep understanding of the past and its significance in shaping the present. They become curious, reflective and analytical learners who can think critically about historical events, sources and interpretations.

By the time they leave Horbury Primary Academy, pupils will:

- Demonstrate a genuine enthusiasm and curiosity for history.
- Know more, remember more and make connections across historical periods and themes.
- Understand chronology and confidently place events, people and civilisations within a historical framework.
- Use subject-specific vocabulary accurately and effectively.
- Analyse and evaluate historical evidence with increasing confidence.
- Form and justify opinions using evidence from a range of sources.
- Recognise how local, national and global events have shaped the world today.
- Understand that history is open to interpretation and that evidence can be viewed from different perspectives.
- Meet or exceed age-related expectations in historical knowledge and skills.
- Leave primary school with strong roots in their own heritage and growing minds that are prepared to explore the complexities of the wider world.

Through history, we empower children to understand the stories of the past, appreciate the diversity of human experience and develop the knowledge and critical thinking skills needed to become informed citizens of the future.

## Assessment for Learning

Assessment for Learning is embedded throughout the curriculum and used to ensure pupils know more, remember more and understand more. Teachers assess pupils' understanding through retrieval activities, purposeful questioning, discussion, observation and the review of pupils' work. This enables misconceptions to be identified quickly and informs future teaching.

At Horbury Primary Academy, each unit culminates in an end-of-unit enquiry question that pupils work towards answering throughout their learning journey. These carefully planned questions provide pupils with the opportunity to demonstrate their knowledge, understanding, vocabulary and disciplinary skills, whilst making meaningful connections to previous learning. Responses may take a range of forms appropriate to the subject and learning objectives.

Assessment information is used to evaluate pupil progress, identify gaps in learning and ensure that all pupils develop a secure understanding of the taught curriculum. Through regular opportunities to retrieve, apply and communicate their learning, pupils strengthen retention and develop increasingly sophisticated subject knowledge over time.

## Adaptive Teaching

At Horbury Primary Academy, we are committed to delivering an ambitious curriculum for all pupils. Adaptive teaching ensures that every child can access, engage with and succeed within the same high-quality curriculum whilst maintaining high expectations for all learners.

Adaptive teaching is informed by ongoing assessment and may include:

- Retrieval activities to strengthen prior learning and support retention.
- Explicit teaching and pre-teaching of subject-specific vocabulary.
- Visual supports, modelling and worked examples.
- Carefully planned scaffolds to support understanding and independent application.
- Adapted questioning to provide support, challenge and deepen thinking.
- Flexible grouping and targeted adult support where appropriate.
- Opportunities to revisit key concepts and address misconceptions.

- Alternative methods of recording where necessary to remove barriers to learning.

These adaptations support pupils to develop secure knowledge, build confidence and successfully answer the end-of-unit enquiry question. By responding to individual needs whilst maintaining curriculum ambition, all pupils are supported to flourish academically and personally in line with our vision of **Strong Roots, Growing Minds**.

| **National Curriculum aims for History** |
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| Through the teaching of history, pupils will:<br>• Develop a chronologically secure understanding of British, local and world history.<br>• Understand how people's lives, societies and civilisations have changed over time.<br>• Ask questions about the past and use evidence to reach conclusions.<br>• Understand how our knowledge of the past is constructed from historical sources.<br>• Consider different interpretations of history and explain significance, cause and consequence. |

**Chronology**

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Talks about events in their own life and family history. | Uses language such as before, after, old and new. Sequences familiar events. | Places people and events studied in chronological order. | Uses a timeline to place periods studied. Understands BC and AD. | Places several periods on a timeline and identifies duration. | Makes links between periods and identifies overlap. | Uses chronological knowledge to explain connections and developments across periods. |

**Knowledge of the Past**

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Knows that life was different in the past. | Recalls facts about significant individuals and events. | Describes features of people, events and periods studied. | Describes characteristic features of societies studied. | Explains important developments within a period. | Makes connections between different societies and civilisations. | Explains historical themes and developments across different periods. |

**Historical Enquiry**

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Asks simple questions about the past. | Asks and answers questions about people and events. | Uses questions to investigate the past. | Develops historically valid questions. | Selects appropriate sources to answer questions. | Plans and carries out enquiries using a range of sources. | Independently investigates historical questions and justifies conclusions. |

**Using Sources and Evidence**

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Talks about photographs, stories and objects. | Finds information from pictures, artefacts and stories. | Uses different sources to find out about the past. | Makes simple inferences from evidence. | Uses evidence to support ideas about the past. | Evaluates the usefulness of different sources. | Evaluates reliability, bias and validity when using evidence. |

**Interpretation, Cause and Significance**

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Recognises that people lived differently in the past. | Identifies similarities and differences between past and present. | Explains why people or events are remembered. | Explains why events happened and what changed as a result. | Understands that different accounts of the past may exist. | Explains different interpretations and evaluates significance. | Analyses causes, consequences, significance and differing interpretations using evidence. |

# History Long Term Plan

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| **EYFS** | Marvellous Me!<br><br>Amazing me! | Lets Sparkle<br><br>Once Upon a Time! | If you go down in the woods today…<br><br>Help! I need somebody | That's not my pet!<br><br>Down on the Farm | A Bugs Life<br><br>All Aboard | Commotion in the Ocean<br><br>The World in Your Lunchbox |
| **Y1** | **If your toys could talk, what story would they tell about the past?**<br>What toys do children play with today?<br>What toys did our parents and grandparents play with?<br>What toys did children play with long ago?<br>How have toys changed over time?<br>How do old toys help us learn about the past?<br>**End Point**<br>**Horbury Toy Museum** | **How did one boy change the way millions of people read?**<br><br>Who was Louis Braille?<br>How did Louis Braille become blind?<br>Why was reading difficult for blind people?<br>How did Louis Braille invent Braille?<br>Why is Braille still important today?<br>**End Point**<br>The Book That Everyone Can Read<br>Children create a class storybook including:<br>words<br>pictures<br>Braille labels | | | | |

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| | Children create a museum for Reception:<br>• bring in toys from home<br>• borrow old toys<br>• create museum labels<br>• become tour guides<br>Reception children come and visit. | Could be shared with EYFS or the school library. | | | | |
| **Y2** | **What makes an ordinary person become a hero?**<br>**Objectives**<br>Who was Florence Nightingale?<br>How did Florence Nightingale change hospitals?<br>Who was Nellie Spindler?<br>How did Nellie Spindler help soldiers during World War One?<br>What qualities made Florence and Nellie heroes?<br>**End Point** | **Could the Great Fire of London have been stopped?**<br>Where and how did the Great Fire begin?<br>Why did the fire spread so quickly?<br>How did people try to stop the fire?<br>How did the fire change London?<br>Who can we trust to tell us what happened?<br>**End Point**<br>**Breaking News: The Great Fire of London**<br>Children become news reporters. | | | **Would you rather have a seaside holiday in the past or today?**<br>What was a Victorian seaside holiday like?<br>How did people travel to the seaside?<br>What activities did people enjoy at the seaside?<br>How have seaside towns changed over time?<br>What are the similarities and differences | |

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| | **Horbury Hall of Heroes**<br>Children create a museum exhibition celebrating local and national heroes.<br>Invite:<br>• another class<br>• parents<br>• local community members<br>Children become museum guides explaining why Florence and Nellie deserve a place in the Hall of Heroes.<br>Explain why both women are remembered today. | They create:<br>• a newspaper<br>• TV report<br>• radio broadcast reporting live from London in 1666.<br>. | | | between seaside holidays then and now?<br>**End Point**<br>**Time-Travel Travel Agents**<br>Children create holiday brochures for:<br>Scarborough 1900 OR Scarborough Today and persuade visitors which holiday would be the most fun. | |
| **Y3** | **If you could time travel, which prehistoric age would you choose to live in?**<br>What was life really like in Stone Age Britain?<br>Why was farming one of the biggest discoveries in history? | | **Could you survive a castle siege?**<br>**Objectives**<br>Why were castles built?<br>How did castles keep people safe?<br>Why was Sandal Castle built where it was?<br>What happened at the Battle of Wakefield? | | **What secrets did the Ancient Egyptians leave behind?**<br>**Objectives**<br>Who were the Ancient Egyptians and how did they live?<br>Why was the River Nile the key to Egyptian success?<br>What can artefacts tell us about Egyptian life?<br>What did Egyptians believe happened after death?<br>How have historians discovered Egyptian secrets? | |

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| | How did bronze change people's lives?<br>Why was iron a game changer?<br>Which prehistoric age offered the best life?<br>**End Point**<br>**Prehistoric Time Travel Expo**<br>Children become travel agents from different ages:<br>• Stone Age<br>• Bronze Age<br>• Iron Age<br>Their job is to persuade visitors to choose *their* period for a time-travelling holiday. | | Which castle defences were most effective?<br>**End Point**<br>**Castle Under Attack!**<br>Children become:<br>• castle architects<br>• military advisors<br>• defenders<br>and design the ultimate castle before defending it against an "enemy attack panel" | | **End Point**<br>**Ancient Egyptian Mystery Museum**<br>Children become archaeologists.<br>A mystery artefact arrives at Horbury.<br>Teams must:<br>• investigate clues<br>• identify the artefact<br>• explain its purpose<br>• prove why it matters<br>before presenting findings to museum visitors. | |
| **Y4** | **Are we secretly living in Ancient Greece?**<br>**Objectives**<br>Who were the Ancient Greeks and why were they important?<br>What was life like in Athens and Sparta? | | | | **Were the Romans Britain's greatest invaders?**<br>**Objectives**<br>Why did the Romans invade Britain?<br>How did the Romans build and control an empire? | **What would Horbury's oldest buildings say if they could talk?**<br>**Objectives**<br>Why did Horbury develop where it did?<br>What do Horbury's buildings tell us about the past?<br>What was school life like in the past? |

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| | Why was democracy such a revolutionary idea?<br>Why were the Olympic Games so important?<br>What have the Ancient Greeks left behind for us today?<br>**End Point**<br>**Ancient Greece Podcast**<br>Children create a podcast:<br>**"5 Ways the Greeks Changed Our Lives Forever."**<br>Could be shared with Year 3. | | | | Why did Boudicca fight back?<br>How did Roman life change Britain?<br>What Roman legacies can we still see today?<br>**End Point**<br>**Roman v Celtic Debate**<br>Children become:<br>• Roman governors<br>• Roman soldiers<br>• Celtic warriors<br>• Boudicca supporters<br>and answer:<br>**"Did the Romans improve Britain?"** | How has Horbury Primary changed over time?<br>How can sources help us uncover Horbury's story?<br>**End Point**<br>🎭 **Horbury Living History Trail**<br>Children create QR codes, fact files or guided tours around school and the local area.<br>Invite:<br>• parents<br>• governors<br>• younger children |
| **Y5** | **Was coal mining a blessing or a curse for Wakefield?**<br>Why was coal so important during the Industrial Revolution?<br>What was life like for people working in the mines? | | **Who did more to shape England: the Anglo-Saxons or the Vikings?**<br><br>Why did the Anglo-Saxons come to Britain?<br>What was life like in an Anglo-Saxon settlement?<br>Why did the Vikings come to Britain?<br>Were Vikings really as fearsome as their reputation suggests? | | | **Have we finally got crime and punishment right?**<br>What was crime and punishment like in Anglo-Saxon England?<br>How did crime and punishment change during Medieval Britain? |

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| | Why did children work underground?<br>How did coal mining change Wakefield?<br>Why did coal mining eventually decline?<br>**End Point**<br>**Voices From The Pit**<br>Children create a podcast, museum exhibit or recorded oral history exhibition answering:<br>**"Was coal mining a blessing or a curse for Wakefield?"**<br>Could include:<br>local photographs<br>family stories<br>National Coal Mining Museum links | | What legacies did the Anglo-Saxons and Vikings leave behind?<br>**End Point**<br>**Battle for England**<br>Two teams:<br>Team Vikings<br>Team Anglo-Saxons<br>Each must prove they had the biggest impact on England.<br>Could be presented as:<br>• a debate<br>• TV panel show<br>• courtroom battle | | Why was the Bloody Code so feared?<br>How did Victorian prisons change punishment?<br>Is modern justice fairer than in the past?<br>**End Point**<br>**The Great Justice Debate**<br>Children become:<br>• Victorians<br>• Judges<br>• Prison Governors<br>• Police Officers<br>• Modern Citizens<br>and answer:<br>**"Have we finally got crime and punishment right?"** |
| **Y6** | **Why did one of the world's greatest civilisations disappear?**<br>Who were the Ancient Maya and where did they live?<br>What was life like in Maya society? | | **Was World War One worth fighting?**<br>Why did World War One begin?<br>What was life really like in the trenches?<br>How did the war affect people at home?<br>How did Wakefield contribute to the war effort?<br>What changed because of World War One?<br>**End Point** | | **Why was Baghdad once the smartest city on Earth?**<br>Where was Baghdad and why did it become important?<br>What made Baghdad a centre of learning?<br>How did trade help Baghdad grow? |

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| | Why were religion and beliefs so important to the Maya?<br>What do Maya writing and artefacts tell us about their civilisation?<br>Why did Maya cities disappear?<br>**End Point**<br>**The Maya Mystery**<br>Children become historical detectives investigating:<br>**"What really happened to the Maya?"**<br>They must examine evidence, eliminate theories and present their final conclusion.<br>. | | **Voices of the Great War**<br>Children create a museum exhibition or immersive experience answering:<br>**"Was World War One worth fighting?"**<br>Could include:<br>• local links<br>• Nellie Spindler<br>• soldiers from Wakefield<br>• propaganda<br>• artefacts<br>• diary entries | | What discoveries were made during the Golden Age?<br>How do the achievements of Baghdad still affect us today?<br>**End Point**<br>**The House of Wisdom Challenge**<br>Children become scholars competing to prove:<br>**"What was the most important invention or discovery from Baghdad?"**<br>They present their case in a "House of Wisdom" showcase.<br>. |