



Intent:

The history curriculum Hunningley Primary Schools provides children with a coherent, chronological knowledge of the history of Britain and the wider world, through the framework of three vertical concepts. These vertical concepts provide both a concrete lens through which to study and contextualise history, as well as use small steps to help pupils to gain a deep understanding of complex, abstract ideas:

Quest for knowledge

How do people understand the world around them? What is believed; what is known; and what scientific and technological advances are made at the time? Why do people seek to rationalise?

Power, empire and democracy

Who holds power, and what does this mean for individuals at different levels of society? How is this power legitimised? How are people's rights different in different political contexts?

Community and family

What is life like for people in different societies? How are these societies structured? How are family or community relationships different at different times and in different places?

We intend to embed core disciplinary knowledge and the ability to approach challenging, historically-valid enquiry questions

Our curriculum is designed in way which creates excitement for history, that inspires a curiosity to learn more about the past and provides opportunities to see themselves reflected in the curriculum. In addition to classroom-based learning, we incorporate Forest School and outdoor learning to deepen pupils' engagement with historical enquiry. Outdoor experiences offer authentic, contextualised opportunities to explore historical themes such as community life, technological change, and environmental impact. Fieldwork and outdoor educational can significantly enhance students' cognitive skills and long-term memory retention. These experiences help children make deeper connections with curriculum content by engaging multiple senses and providing real-world context. It is especially beneficial for disadvantaged pupils, helping to build cultural capital and close learning gaps through hands-on, inclusive experiences.

Implementation:

Teachers are provided with an additional three planning days per year in addition to their PPA, to plan their curriculum. Teachers planning with the three vertical concepts in mind and understanding the end point. As part of this planning process, teachers plan the following:

- A knowledge organiser which outlines knowledge (including vocabulary) all children must master
- A sequence of learning which follows the Rosenshine Principles of Instruction
- A cycle of lessons for each subject, which carefully plans for progression and depth





- Low stakes quizzes which are used regularly to support learners' ability to retrieve and recall knowledge and increase space in the working memory
- Challenge questions for pupils to apply their learning in a philosophical/open manner
- Trips and visits from experts who will enhance the learning experience
- Recreating historical settings or events in natural environments
- Hands-on experiences such as pyrography runes, which connect pupils to early writing systems and symbolism, and pewter casting, which introduces historical craftsmanship and technological innovation.
- Activities such as cave painting allow children to express and reflect on early human communication and community identity, while outdoor learning environments support immersive exploration of historical lifestyles.

Impact:

Our History Curriculum is high quality, well sequenced and planned to demonstrate progression. We believe that if children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes
- Low stakes quizzes
- Pupil's books ▪ Pupil discussions about their learning

Our history curriculum is also planned in a way which promotes the cultural capital of all our children. We enhance our curriculum especially for the most disadvantaged by organising guest speakers and visitors, organising History days which focus on key historical events and promote careers in history. We also provide additional opportunities such as school trips to enrich pupil's understanding and provide context through first-hand experiences and through integrated outdoor learning, we provide inclusive, enriching experiences that particularly benefit disadvantaged pupils.

