



Intent

At Hunningley Primary Academy, our history curriculum is designed to develop confident, curious and knowledgeable young historians who understand the story of Britain and the wider world. Through a carefully sequenced curriculum, pupils develop a secure chronological understanding of the past and make meaningful connections between historical periods, societies and civilisations. By studying history, pupils gain a deeper understanding of how the past has shaped the world in which they live today and develop the knowledge, understanding and disciplinary expertise needed to become informed citizens of the future.

Our curriculum is structured around three overarching concepts which are revisited and explored in increasing depth throughout a pupil's journey through school:

Quest for Knowledge

Pupils explore how people have understood and explained the world throughout history. They examine how beliefs, discoveries, inventions and technological developments have shaped societies and influenced human progress.

Power, Empire and Democracy

Pupils investigate how power has been gained, exercised and challenged throughout history. They develop an understanding of leadership, government, rights and the impact that power has on individuals and societies.

Community and Family

Pupils explore the lives of ordinary people across different times and places. They examine how families, communities and societies have changed over time and how culture, migration and identity have shaped people's experiences.

These concepts are underpinned by a strong emphasis on chronology, enabling pupils to place new learning within a secure understanding of the past and make meaningful connections across periods of history.

Alongside substantive knowledge, pupils develop the disciplinary knowledge needed to think, read, write and communicate as historians. Through historical enquiry, they learn to analyse sources, evaluate evidence, identify significance, investigate cause and consequence, recognise change and continuity and construct evidence-informed conclusions.

Our curriculum is ambitious for all pupils. Through the study of local, national and global history, pupils encounter a diverse range of societies, cultures and perspectives, helping them understand both their own place in history and the wider world.

We are committed to developing pupils' historical literacy through explicit vocabulary teaching, discussion, enquiry and purposeful writing. Pupils regularly write as historians, using evidence and historical vocabulary to explain, justify and evaluate their understanding.

Learning is enriched through educational visits, visitors, local history studies and outdoor learning, providing authentic contexts for enquiry and bringing history to life.

Ultimately, we aim for pupils to leave Hunningley Primary Academy with secure historical knowledge, a strong sense of chronology and an understanding of how the past shapes the present. They will know more, remember more and make meaningful connections across periods of history, leaving as confident young historians with the knowledge, vocabulary and disciplinary understanding needed for the next stage of their education and a lifelong curiosity about the past.





Implementation

History is taught through a carefully sequenced curriculum that enables pupils to build knowledge cumulatively over time. Learning is organised to ensure progression in both substantive knowledge and disciplinary knowledge.

Teachers plan learning around the core historical concepts, key knowledge and disciplinary strands. Historical enquiry lies at the heart of teaching and learning, with pupils regularly engaging in historically valid questions that encourage investigation, discussion, reasoning and analysis. Retrieval practice is carefully planned to help pupils retain and connect knowledge over time, ensuring that new learning builds upon secure prior understanding.

To support pupils in becoming successful historians, teachers provide:

- Carefully sequenced lessons which build knowledge over time.
- Explicit teaching of historical vocabulary and subject-specific language.
- Retrieval practice to strengthen long-term memory.
- Access to a range of primary and secondary sources.
- Opportunities for historical enquiry, discussion and debate.
- Opportunities to write as historians using evidence, historical vocabulary and subject knowledge to demonstrate understanding.
- Appropriate scaffolding and challenge to ensure all pupils access an ambitious curriculum.
- Ongoing formative assessment to identify misconceptions and inform future teaching.

Chronology is explicitly taught and revisited throughout the curriculum. Timelines, historical narratives and recurring concepts help pupils place new learning within their wider understanding of the past.

The curriculum is further enriched through local history studies, visits, visitors, workshops and outdoor learning experiences that provide authentic contexts for historical enquiry and deepen pupils' understanding of the past.

Intent

The impact of our history curriculum is seen in pupils who possess secure historical knowledge, a strong understanding of chronology and the ability to think, question, discuss and write as historians. Pupils make connections across periods of history and apply both substantive and disciplinary knowledge to answer increasingly complex historical questions.

Pupils leave each year with a stronger chronological framework and a deeper understanding of the vertical concepts. They develop the disciplinary knowledge and historical vocabulary needed to analyse sources, evaluate evidence, identify significance, recognise cause and consequence and communicate historical understanding effectively.

The impact of the curriculum is measured through:

- Formative assessment during lessons.
- Retrieval practice and low-stakes quizzes.
- Pupil discussions and pupil voice.
- Evidence in pupils' books.
- Curriculum monitoring and lesson observations.
- Assessment of pupils' application of substantive and disciplinary knowledge.

As a result, pupils know more, remember more and are able to use their knowledge to think, question, discuss and write as historians. They leave Hunningley Primary Academy prepared for the next stage of their education with the curiosity, knowledge and disciplinary understanding needed for lifelong learning.

