



History at Hunslet Moor Primary School

At Hunslet Moor Primary School, our History curriculum celebrates the rich heritage of our community and inspires children to see their place in the wider world. Through exploring diverse stories from the past, our pupils develop curiosity, confidence, and a deep respect for different cultures and experiences. We believe that understanding where we come from helps our children grow into thoughtful, responsible citizens for the future.



Long Term Curriculum Map and Scheme of Learning

Intent: What does our History curriculum look like this?

At Hunslet Moor Primary School, our History curriculum is built on a strong sense of pride in our local heritage and the diverse community we are proud to serve. Our curriculum is carefully shaped by the National Curriculum but also thoughtfully designed to reflect the lives, experiences and interests of our children. Wherever possible, we make meaningful connections to the backgrounds and histories of the many ethnic groups represented within our school community, helping every child to see themselves in the story of the past.

We believe that History should spark curiosity, build understanding and help children develop a strong sense of who they are. From the earliest stages in Nursery and Reception, our youngest learners begin by exploring their own identity and family history, laying the foundations for deeper learning about Britain and the wider world as they move through school.

Across all year groups, we provide rich opportunities for pupils to investigate and interpret the past, build a strong sense of chronology, and gain a broad understanding of significant events and people. We teach our children to think critically, ask thoughtful questions, weigh evidence, and develop their own perspectives and judgements — skills that will serve them well beyond their time with us.

Reading is at the heart of our approach to learning, and our History curriculum strengthens this commitment. During Black History Month, for example, we use carefully selected, high-quality texts to inspire discussion, deepen understanding, and celebrate the achievements and contributions of key individuals in Black history.

At Hunslet Moor, we are passionate about giving every child the knowledge and skills to understand the past, value the present, and imagine a bright future.

Implementation: How will we achieve this?

Curriculum Structure

At Hunslet Moor Primary School, History is taught as a driver subject across our curriculum. Each term, every year group has a History or Geography focus, with other foundation subjects thoughtfully linked where appropriate. In Reception and Nursery, History is woven into EYFS topics, ensuring a dedicated focus at least once a year.

Approach to Chronology and Key Questions

Each History topic begins with a timeline recap to help children build a secure understanding of how periods and events fit into the broader story of the world. Learning is framed around a key question, which children work towards answering through their studies, culminating in a piece of independent extended writing.

Knowledge and Vocabulary Development

Core knowledge is carefully selected for each topic and forms the backbone of all lessons. This knowledge is designed to be retained in children's long-term memory, ensuring strong foundations for future success. The teaching of key vocabulary is central to every unit, supporting pupils' reading, writing and historical understanding.



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Curriculum Time and Coverage

History is taught as a discreet subject weekly. Each year group studies one full-term and one half-term History topic each year, with the exception of Year 3, where a full term is dedicated to a combined study of the Industrial Revolution and Saltaire.

Enrichment and Wider Opportunities

Historical enrichment experiences are woven throughout the school year, giving children first-hand opportunities to deepen their curiosity, develop cultural capital, and bring their historical learning vividly to life.

Early Years Historian

- ✓ I can talk about events that have happened in my past
- ✓ I understand that things change over time
- ✓ I can sequence and order events on a timeline
- ✓ I draw and write about things I understand

KS1 Historian

- ✓ I can talk about people and events in the past
- ✓ I ask and answer questions and look for clues about the past
- ✓ I can describe events and life in the past using a timeline
- ✓ I can talk about why things may have happened in the past

KS2 Historian

- ✓ I can describe some historical figures and their lives in the past
- ✓ I can ask and answer questions about historical events and time periods
- ✓ I can order and sequence historical events using a timeline
- ✓ I can explain why events may have happened in the past



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Impact: How do we know our children are achieving in History?

At Hunslet Moor Primary School, we are proud of the way our History curriculum helps children build a deep understanding of the past and a real sense of their place in the world. Our curriculum is carefully designed to link closely with learning in English and Maths, ensuring that history never feels taught in isolation, but is fully woven into pupils' wider learning journey.

In Year 1, pupils begin by exploring history within living memory (the past 100 years), supporting their work on numbers to 100 in Maths. As they move into Years 2 and 3, children extend their knowledge to include life beyond living memory and local history studies. The concept of BCE (Before the Common Era) is introduced in Year 4, alongside their understanding of negative numbers, ensuring children are ready to think historically about earlier periods of time.

We place a strong emphasis on developing key skills such as questioning, critical thinking, and the investigation of sources — skills that prepare pupils not only for secondary school but also equip them for life beyond the classroom. Our work on British Values is woven into our History curriculum, helping pupils develop the attitudes and understanding they need to become thoughtful, responsible citizens.

Assessment in History is ongoing and purposeful. Teachers use memory recall questions and knowledge organisers to revisit and strengthen prior learning at the start of each lesson. Summative assessment takes place at the end of each topic, giving pupils the opportunity to independently showcase their understanding through a 'knowledge drop' in a format of their choice.

The quality of History teaching and learning is regularly reviewed by the subject leader and senior leadership team through book looks, lesson observations and pupil voice activities. This ensures that every child at Hunslet Moor receives a rich and inspiring History education.



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School Overview of History Teaching with enriching experience

Year	Autumn		Spring		Summer	
Nursery A						
Nursery B	All About Me  Family Picnic	Light and Colour 	Superheroes  Invited guests	On The Farm 	Minibeasts 	Journeys  Trip to Kirklees railway
Reception	All About Me  Family Picnic	Dinosaurs  Dinosaur workshop	Once Upon A Time 	A Long Time Ago  Museum Visit	Growing 	Space 
1		Steam Power  Visit to Middleton Railway	Everybody's Playing  Parent workshop			
2	Up Up And Away!  Amy Johnson Workshop		Nurturing Nurses  Thackray Medical Museum			



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3		<p>The Changing Face of Leeds and Bradford (industrial Revolution)</p>  <p>Visit to Leeds Industrial Museum</p>		
4		<p>Scavengers and Settlers (Stone Age to Iron Age)</p>  <p>Visit to Herd Farm</p>	<p>Powerful Civilizations</p>  <p>Leeds City Museum</p>	<p>Ancient Egypt</p>  <p>Leeds Discovery Centre</p>
5	Ancient Greece  Greek Workshop	<p>The Romans</p>  <p>Royal Armouries</p>		
6	Traders and Raiders (Vikings and Anglo Saxons)  Viking Workshop		<p>Arabian Nights (Early Islam)</p>  <p>Explorer</p>	



Teaching Long Term Plan 25 - 26

Nursery B					
Autumn		Spring		Summer	
All About Me 	Light and Colour 	Superheroes 	On The Farm 	Minibeasts 	Journeys 
<ul style="list-style-type: none">• To talk about myself and my immediate family• To talk about different occupations and job roles (linked to family)• To talk about the features of my family	<ul style="list-style-type: none">• To talk about some past celebrations I have been a part of• To understand how events in the past are the reason we celebrate special events today (Bonfire Night)	<ul style="list-style-type: none">• To name and describe some different occupations and job roles• To begin to understand job roles have changed over time• To recognise when a picture is showing me what it used to be like for doctors/nurses/police etc and talk about how this is different now.	<ul style="list-style-type: none">• To recount past visits to places• To begin to understand that farming has developed over time	<ul style="list-style-type: none">• To use historical language to talk about the changes that have happened over time to minibeasts/animals	<ul style="list-style-type: none">• To talk about past journeys I have been on• To begin to use some correct tenses when talking about experiences• To identify old and new models of transport• To compare old and new models of transport
Reception					
Autumn		Spring		Summer	
All About Me 	Dinosaurs 	Once Upon A Time 	A Long Time Ago 	Growing 	Space 
<ul style="list-style-type: none">• To talk about some of my own and my family's history• To recall some past experiences that I have had using photos and pictures to prompt me	<ul style="list-style-type: none">• To talk about similarities and differences between dinosaurs in the past and animals that exist now• To talk about the past based on stories I have read	<ul style="list-style-type: none">• To share how my favourite fairytale has changed over time• To talk about stories I used to like• To talk about stories I like now	<ul style="list-style-type: none">• To talk about the past e.g. no television, different toys/clothes, using photos and artefacts• To talk about what I have seen in stories and picture books and how it is the different/same	<ul style="list-style-type: none">• To talk about the past using books and stories talking about the setting, characters and events• To talk about changes that have happened within my family's lifetime e.g. talking	<ul style="list-style-type: none">• To talk about the lives of people I am familiar with• To talk about the roles of people in society• To give similarities and differences between the past and now



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	<ul style="list-style-type: none">• To understand that things will have looked different a long time ago• To talk about these differences and demonstrate this through pictures		<ul style="list-style-type: none">• To share my understanding of a museum and talk about my visit• To understand how we can gather information about the past• To compare similarities and differences between the past and present	to Grandparents about holiday	<ul style="list-style-type: none">• To talk about historical events e.g. the first moon landing
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Year 1

Autumn		Spring	Summer
	Steam Power 	Everybody's Playing 	
	Why is Matthew Murray remembered today?	How have toys and technology changed over living memory?	
	<ol style="list-style-type: none">1. To explain that local history is about things that happened in our area2. To ask and answer questions about how people travelled before trains3. To explore why the Middleton Railway was important in the development of transport4. To recognise who Matthew Murray and why he was important in the history of transport5. To discuss what the Salamanca locomotive was and why it was important6. To explain the importance of the train on our school badge and its history	<ol style="list-style-type: none">1. To describe similarities and differences between life in the past and today.2. To understand what childhood was like 100 years ago3. To identify and name toys children played with 100 years ago4. To describe how toys have changed over time5. To explore how some toys have changed or stayed the same over time6. To compare televisions from the past and present, identifying how their appearance, function, and use have changed over time.7. To identify how home computers and games consoles have changed over time8. To identify how toy advertisements have changed over time and to understand how they reflect changing ideas about gender, technology, and design.9. To describe modern toys and explain how they use technology10. To recall, summarise and present what we have learned about how toys and technology have changed over time.	



Year 2		
Autumn	Spring	Summer
Up Up And Away! 	Nurturing Nurses 	
How did our skies get so busy?	What makes someone a hero worth remembering?	
<ol style="list-style-type: none">1. To demonstrate an understanding of flight and how it is achieved2. To describe who Sir George Cayley was and explain his contributions to flight.3. To discuss how the hot air balloon was a significant step in the development of flight.4. To explain how the Wright Brothers changed flight5. To form an opinion based on evidence about whether the Wright brothers were truly the first to achieve powered flight.6. To explore Amy Johnson's achievements and explain why she was a pioneer in aviation.7. To explore how Hilda Hewlett overcame obstacles to become a pioneering female aviator and engineer.8. To compare and contrast the contributions of Amy Johnson and Hilda Hewlett to the field of aviation.9. To compare and contrast the early stages of aviation to modern aviation10. To examine how air travel has influenced the lives of immigrants, both globally and locally.11. To examine the importance of Leeds Bradford Airport to the local economy, community, and connectivity.12. To create their own ideas for what future airplanes could look like and how they might affect travel.	<ol style="list-style-type: none">1. To describe the role of a modern nurse and explain why nurses are important in our lives2. To understand what hospitals and healthcare were like in the past before Florence Nightingale.3. To identify key facts about Florence Nightingale's life and explain why she is remembered today.4. To explain how Florence Nightingale improved hospitals and changed the job of nursing.5. To identify who Mary Seacole was and explain why she is remembered as an important nurse from history.6. To identify who Nellie Spindler was and explain why she is remembered as an important nurse from history.7. To compare the lives and work of Florence Nightingale and Nellie Spindler8. To identify who Hanna Chrzanowska was and explain why she is remembered as an important nurse from history.9. To compare the lives and contributions of four significant nurses and justify an opinion about who had the greatest impact.10. To recall and present key learning about the lives and impact of significant historical nurses.	



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Year 3		
Autumn	Spring	Summer
	<p>The Changing Face of Leeds and Bradford (industrial Revolution)</p> 	
	<p>How did the Industrial Revolution change Leeds and Bradford?</p>	
	<ol style="list-style-type: none">1. To describe what life was like before the industrial revolution2. To define and explain what the industrial revolution was3. To identify and explore some of the inventions that made the industrial revolution possible.4. To explain how transport and trade links evolved during the industrial revolution5. To investigate and describe the role of cotton mills in the Industrial Revolution.6. To discuss what life was like for children during the industrial revolution7. To explore and explain patterns of immigration during the Industrial Revolution.8. To understand who Sir Titus Salt was9. To describe what Saltaire is and its historical importance10. To compare and contrast Leeds then and now	



Year 4			
Autumn	Spring	Summer	
	<p>Scavengers and Settlers (Stone Age to Iron Age)</p> 	<p>Powerful Civilizations</p> 	<p>Ancient Egypt</p> 
	<p>How did life change from the Stone Age to the Iron Age?</p>	<p>What do all the Ancient Civilizations have in common?</p>	<p>What were some of the significant achievements for the Ancient Egyptians?</p>
	<ol style="list-style-type: none">1. To discuss what the Stone Age, Bronze Age, and Iron Age were and how they fit into history.2. To explore how people lived during the Stone Age, including their homes, food, and daily life.3. To investigate the significance of Skara Brae.4. To know and understand how farming and metal tools changed life.5. To explore the significance and theories of Stonehenge.6. To develop an understanding of how the Iron Age brought new ways of living.7. To explore religious beliefs and burial practices from the Stone Age to Iron Age.8. To understand how food changed from the Stone Age to the Iron Age.9. To describe how archaeologists, study the past.10. To evaluate key changes from the Stone Age to the Iron Age.	<ol style="list-style-type: none">1. To develop a chronologically secure knowledge of the main Ancient Civilizations2. To understand the importance of rivers in the development of ancient civilizations3. To discuss developments that are similar across the four civilizations4. To understand the main achievements of the four civilizations	<ol style="list-style-type: none">1. To explore the duration and social structure of Ancient Egypt2. To explain the importance of the River Nile to the Ancient Egyptians3. To discuss our understanding of writing in Ancient Egypt by using a variety of sources4. To know and understand the role and significance of Pharaohs in Ancient Egypt5. To understand the importance of the afterlife in Ancient Egypt



Year 5

Autumn		Spring	Summer
Ancient Greece		The Romans	
How did the Ancient Greeks help to shape the modern world?		What did the Romans ever do for us?	
1. To locate and describe Ancient Greece using maps and timelines. 2. To compare and contrast life in the city states of Athens and Sparta. 3. To sequence and describe the key events of the Battle of Marathon 4. To explore Ancient Greek myths and explain the messages they shared about life and the world. 5. To compare Ancient Greek democracy to modern British democracy. 6. To develop an understanding how the Ancient Greeks used trade and travel to share goods and ideas 7. To identify and explain the lasting contributions of Ancient Greece to the modern world.		1. To describe what the Roman Empire was 2. To sequence the key events in the chronology of Roman Britain. 3. To analyse the reaction to the Roman invasion. 4. To investigate life in Roman cities and towns. 5. To explain the significance of roads in Roman Britain. 6. To examine the role and impact of trade in Roman Britain. 7. To discuss how Roman Britain was governed and how this system affected people's lives 8. To discuss who Boudicca was and why she is an important figure in British history. 9. To understand and explain the main achievements of the Romans in Britain and how they have influenced modern life. 10. To explore and justify the reasons why the Romans left Britain and understand the impact of their departure.	



Year 6			
Autumn	Spring	Summer	
Traders and Raiders (Vikings and Anglo Saxons) 		Arabian Nights (Early Islam) 	
How did the Anglo-Saxons and Vikings help to create the England we know today?		Did Early Islamic Civilizations invent it all first?	
1. To understand and explain some reasons why the Roman Empire collapsed. 2. To explain the challenges Britain faced after losing Roman control. 3. To discuss the impact of Anglo-Saxon migration on life in Britain 4. To describe key features of daily life in Anglo-Saxon England. 5. To learn why the Vikings attacked Lindisfarne and how it changed life in Anglo-Saxon England. 6. To understand who Alfred the Great was and why he is remembered. 7. To discuss who Aethelflaed was and why she is an important figure in Anglo-Saxon history. 8. To understand who Athelstan was and why he is important in English history 9. To explain what happened during the second Viking invasions of England 10. To describe who Edward the Confessor was and explain why he is important in English history.		1. To understand when Islam was founded 2. To identify what life was like in the early Caliphates 3. To discuss the founding of Baghdad - a new capital city 4. To learn about Baghdad during Early Islam 5. To understand why the silk roads were beneficial. 6. To identify the role of the House of Wisdom within the Caliphate	



11. To explain how the Anglo-Saxons and Vikings influenced England's culture, language, and government.				
12. To reflect on key knowledge and skills learned in the Anglo-Saxons and Vikings unit.				

Curriculum Coverage Matrix

Nursery History Curriculum (Development Matters)		Cycle A						Cycle B			
								All about me	Light and Colour	Superheroes	On the farm
Understanding the World	Begin to make sense of their own life-story and family's history.										
	Continue developing positive attitudes about the differences between people.										
	Show interest in different occupations.										
	Understand the key features of the life cycle of a plant and an animal.										
Reception History Curriculum (Development Matters)		All About Me	Dinosaurs	Once Upon A Time	A Long Time Ago	Growing	Space				



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Understanding the World	Talk about members of their immediate family and community.						
	Name and describe people who are familiar to them.						
	Comment on images of familiar situations in the past.						
	Compare and contrast characters from stories, including figures from the past.						
	Recognise that people have different beliefs and celebrate special times in different ways.						

History	Key Stage 1 History Curriculum (NC)	Year 1		Year 2	
		Steam power	Everybody's Playing	Up Up and Away!	Nurturing Nurses
	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life				
	Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]				
	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee , Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]				
	Significant historical events, people and places in their own locality.				



Lower Key Stage 2 History Curriculum Coverage		Year 3	Year 4		
		The Changing Face of Leeds and Bradford	Scavengers and Settlers	Powerful Civilizations	Ancient Egypt
History	Changes in Britain from the Stone Age to the Iron Age Examples				
	The Roman Empire and its impact on Britain				
	Britain's settlement by Anglo-Saxons and Scots				
	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor				
	A local history study				
	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <ul style="list-style-type: none">• Changing power of Monarchs• Social history• Significant turning point in British History				
	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt ; The Shang Dynasty of Ancient China				



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	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>				
	<p>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>				

Upper Key Stage 2 History Curriculum Coverage	Year 5		Year 6	
	Ancient Greece	The Romans	Traders and Raiders	Arabian Nights
Changes in Britain from the Stone Age to the Iron Age Examples				
The Roman Empire and its impact on Britain				
Britain's settlement by Anglo-Saxons and Scots				
The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor				
A local history study				
A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <ul style="list-style-type: none">• Changing power of Monarchs• Social history• Significant turning point in British History				
The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt ; The Shang Dynasty of Ancient China				
Ancient Greece – a study of Greek life and achievements and their influence on the western world				



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A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; **Mayan civilization c. AD 900**; Benin (West Africa) c. AD 900-1300.

Skills Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	KS3
<u>Chronological understanding</u>	Use everyday language related to time Order and sequence familiar events Describe main story settings, events and principal characters Talk about members of their immediate family and community Name and describe people who are familiar to them	Develop an awareness of the past Place known events and objects in chronological order Sequence events and recount changes within living memory	Describe where the people and events studied fit within a chronological framework Identify similarities and differences between ways of life in different periods	Continue to develop chronologically secure knowledge of history	Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world	Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.	Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies	Extend and deepen their chronologically secure knowledge of history and a well-informed context for further learning Identify significant events, make connections, draw contrasts and analyse trends within periods and over long arcs of time
<u>Range and depth of historical understanding</u>	Make connections between the features of their family and other families Begin to make sense of their own life story and family history	Understand key features of events Changes within living memory that have made significant changes to national life	Describe events beyond living memory that are significant nationally or globally Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use	Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066	Describe changes in Britain from the stone age to the Iron Age Describe the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared	Describe a study of Ancient Greek life and achievements and their influence on the western world Make comparisons between aspects of periods of history and the present day Describe the Roman Empire and its impact on Britain	Describe a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300	the development of Church, state and society in Medieval Britain 1066-1509 the development of Church, state and society in Britain 1509-1745 ideas, political power, industry and empire: Britain, 1745-1901



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	Know some similarities and differences between things in the past and now	Describe significant historical events, people and places in his/her own locality	some to compare aspects of life in different periods	Describe memories of key events in his/her life using historical vocabulary	and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China	Describe changes in Britain from the Stone Age to the Iron Age	Describe Britain's settlement by Anglo-Saxons and Scots Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	challenges for Britain, Europe and the wider world 1901 to the present day A local History Study the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066 at least one study of a significant society or issue in world history and its interconnections with other world developments [for example, Mughal India 1526-1857; China's Qing dynasty 1644-1911; Changing Russian empires c.1800-1989; USA in the 20th Century].
Interpretations of history	Recognise that people have different beliefs and celebrate special times in different ways	Identify different ways in which the past is represented Describe some similarities and differences between ways of life in different periods	Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented Relate their own account of an event and understand that others may give a different version.	Understand that different versions of the past exist, giving reasons for this	Use a variety of resources to find out about aspects of life in the past Understand that sources can contradict each other	Compare sources of information available for the study of different times in the past Understand that the type of information available depends on the period of time studied	Understand how our knowledge of the past is constructed from a range of sources	Discern how and why contrasting arguments and interpretations of the past have been constructed
Historical enquiry	Be curious about people and show interest in stories Answer 'how' and 'why' questions in response to stories or events Explain own knowledge and understanding, and ask appropriate questions Know that information can be retrieved from books and computers Record, using marks they can interpret and explain	Understand some ways we find out about the past Find answers to some simple questions about the past from simple sources of information Ask and answer simple relevant questions about the past	Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events	Describe a local history study Understand how knowledge of the past is constructed from a range of sources	Use sources of information in ways that go beyond simple observations to answer questions about the past Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, frame historically-valid questions and create their own structured accounts, including written narratives and analyses Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed	Evaluate the usefulness of a variety of sources Provide an account of a historical event based on more than one source Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.	Use evidence to support arguments Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance Construct informed responses that involve thoughtful selection and organisation of relevant historical information understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.	Pursue historically valid enquiries including some they have framed Understand how different types of sources are used rigorously to make historical claims Create relevant, structured and evidentially supported accounts
Historical Terms	Begin to describe a series of events, real or fictional, using words such as 'first', 'then'	Use common words and phrases relating to the passing of time	Use a wide vocabulary of everyday historical terms Speak about how he/she has found out about the past	Use an increasing range of common words and phrases relating to the passing of time	Use historic terms related to the period of study Communicate his/her learning in an organised and structured	Present findings and communicate knowledge and understanding in different ways	Make confident use of a variety of sources for independent research	Use historical terms and concepts in increasingly sophisticated ways



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	<p>extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words</p> <p>Talk about what they see, using a wide range of vocabulary</p>	<p>Talk, draw or write about aspects of the past</p>	<p>Show an awareness of the past, using common words and phrases relating to the passing of time</p> <p>Record what he/she has learned by drawing and writing</p>		<p>way, using appropriate terminology</p> <p>Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</p> <p>Gain historical perspective by placing their growing knowledge into different contexts, between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p>	<p>Give some reasons for some important historical events</p> <p>Note connections, contrasts and trends over time and show developing appropriate use of historical terms</p> <p>gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p>	
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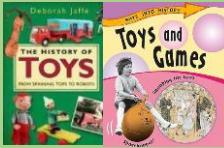
Key texts used to promote historical learning in writing and reading lessons

Year	Autumn		Spring		Summer	
Nursery A						
Nursery B	All About Me 	Light and Colour	Superheroes	On The Farm	Minibeasts	Journeys



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Reception	All About Me 	Dinosaurs 	Once Upon A Time	A Long Time Ago	Growing	Space
1		Steam Power Writing 	Everybody's Playing Writing 			
		Reading 	Reading 			
2	Up Up And Away! Writing 		Nurturing Nurses Writing 			
	Reading 		Reading 			
3			The Changing Face of Leeds and Bradford Writing			



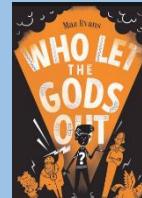
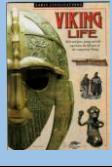
Hunslet Moor Primary School Wider Curriculum

		Reading 		
4		Scavengers and Settlers Writing 	Powerful Civilizations Writing 	Ancient Egypt Writing
		Reading 	Reading 	Reading
5	Ancient Greece Writing Pandora Discovered Short film https://www.youtube.com/watch?v=GBGDmin_38E	The Romans Writing 		



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	 	Reading	 	Reading	
6		Traders and Raiders Writing			Arabian Nights Writing
		Reading			Reading