

History Curriculum Overview 2027–28

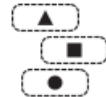
HVPS History Aims are derived from the aims of the National Curriculum for History – every history lesson taught at the school is mapped onto one of these key aims, to ensure that every aspect of this fascinating subject is given appropriate attention through every pupils’ journey through history from the beginning of year 1 to the end of year 6.



Ask historically valid questions, use sources, weigh evidence and appraise arguments.



Establish coherent and chronological narratives of UK and other civilisations’ histories.



Use abstract historical terms and concepts.



Explain historical connections, contrasts and trends.



Organise historical information and apply historical knowledge.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year One		My Family** <i>Prove it – It was more fun to grow up 70 years ago than it is today!</i>		Great Explorers** Robert Falcon Scott <i>Prove it – Who was the greatest explorer and why?</i>		Great Inventions** Brunel <i>Prove it – Brunel – genius engineer or reckless risk taker?</i>
Coverage		Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Pupils should be taught about changes within living memory.		Pupils should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should know about the lives of significant individuals in the past who have contributed to national and international achievements. This should include significant historical events, people and places in their own locality.		Pupils should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should know about the lives of significant individuals in the past who have contributed to national and international achievements. This should include significant historical events, people and places in their own locality.
Careers link		Travel agent		Museum curator		Architect
Year Two		Great Fire of London <i>Prove it – Was the great fire of London more harmful or helpful?</i>		Heroes** Sir Francis Drake <i>Prove it – Was Sir Francis Drake a pioneer or a pirate?</i>		Seaside Holidays in the Past <i>Prove it – Seaside holidays sucked for our grandparents!</i>
Coverage		Pupils should know how and why contrasting arguments and interpretations of the past have been constructed. They should understand the connections between local, regional and national history; between economic, political, and social history.		Pupils should know how and why contrasting arguments and interpretations of the past have been constructed. They should know about the lives of significant individuals in the past who have contributed to national and international achievements. This should include significant historical events, people and		Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Pupils should be taught

				places in their own locality.		about changes within living memory.
Careers link		Conservation officer		Naval officer		Tour guide
Year Three	The Stone Age <i>Prove it – Stone Agers were stupid!</i>		Bronze and Iron Age <i>Prove it –When was the best time to be alive – the Stone Age, the Bronze Age or the Iron Age?</i>		Our Local Area** <i>Prove it – Corfe Castle shaped the local area.</i>	
Coverage	Children should know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day. Pupils should be taught about changes in Britain from the Stone Age to the Iron Age e.g. they could explore late Neolithic hunter-gatherers and early farmers. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.		Children should know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day. They could explore Bronze Age religion, technology and travel, and learn about Stonehenge and Iron Age hill forts: tribal kingdoms, farming, art and culture. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.		Pupils should undertake a local history study and explore historical concepts such as continuity and change, cause and consequence, and use them to make connections and draw contrast. Children should frame historically valid questions and create their own structured accounts. They should explore significant historical events, people and places in their own locality and gain historical perspective by placing their growing knowledge by: understanding the connections between local, regional, national and international history.	
Careers link	Archaeologist		Museum educator		Urban planner	
Year Four	The Romans <i>Prove it – The Roman invasion ruined Britain</i>		Ancient Egyptians <i>Prove it – Ancient Egypt VS Prehistoric Britain– where would you live?</i>			Crime and Punishment** <i>Prove it – Rule of law is, and always has been, fair</i>
Coverage	Pupils should be taught about the Roman Empire and its impact on Britain. They could explore events such as Julius Caesar’s attempted		Children should know the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared			Pupils should be taught an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. Substantive

	invasion, the successful invasion by Claudius and British resistance, e.g. Boudica. Pupils should devise historically valid questions about change, cause, similarity and difference, and significance. They should understand how our knowledge of the past is constructed from a range of sources.		through a deep study of Ancient Egypt. They should 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.			knowledge taught should cover crime and punishment from the Anglo-Saxons to the present. Pupils should construct informed responses to learning that involve thoughtful selection and organisation of relevant historical information.
Careers link	History teacher		Archivist			Solicitor
Year Five	Anglo Saxons <i>Prove it – Britain went backward thanks to the Saxons!</i>		Vikings <i>Prove it – Were the Vikings the most victorious raiders of all time?</i>		Journeys** <i>Prove it – All immigrants and refugees travel for a better life</i>	
Coverage	Children should be taught about Britain's settlement by Anglo-Saxons and Scots. Substantive knowledge taught should include the Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire, Anglo-Saxon invasions, settlements and kingdoms and the exploration of Anglo-Saxon art and culture. Pupils should regularly address and devise historically valid questions about change, cause, similarity and difference, and significance.		Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Substantive knowledge taught should cover Viking raids and invasion, resistance by Alfred the Great and Athelstan, first king of England and Anglo-Saxon laws and justice. Pupils should regularly address and devise historically valid questions about change, cause, similarity and difference, and significance.		Pupils should be taught an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Substantive knowledge taught should cover migration and the social history behind push and pull factors for migrants. Pupils should construct informed responses to learning that involve thoughtful selection and organisation of relevant historical information.	
Careers link	Heritage worker		Researcher		Refugee support worker	
Year Six		The Mayans <i>Prove it – The mathematical Mayans were the greatest Ancient Civilisation of all</i>		Ancient Greeks <i>Prove it – 'British Values' were stolen from the Greeks!</i>	The Impact of War** <i>Prove it – Germany should have won WW2</i>	

		<i>time</i>				
Coverage		Children should know the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared through a deep study of Ancient Mayans. They should 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.		Pupils will study Ancient Greece; learning about Greek life and achievements and their influence on the western world. Children should explore the legacy of Greek culture on later periods in British history, including the present day. Pupils should construct informed responses to learning that involve thoughtful selection and organisation of relevant historical information.	Children should study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. They should focus on a significant turning point in British history, for example the Battle of Britain. Pupils should construct informed responses to learning that involve thoughtful selection and organisation of relevant historical information.	
Careers link		Conservator		Genealogist	Political scientist	

**** Local area links**

