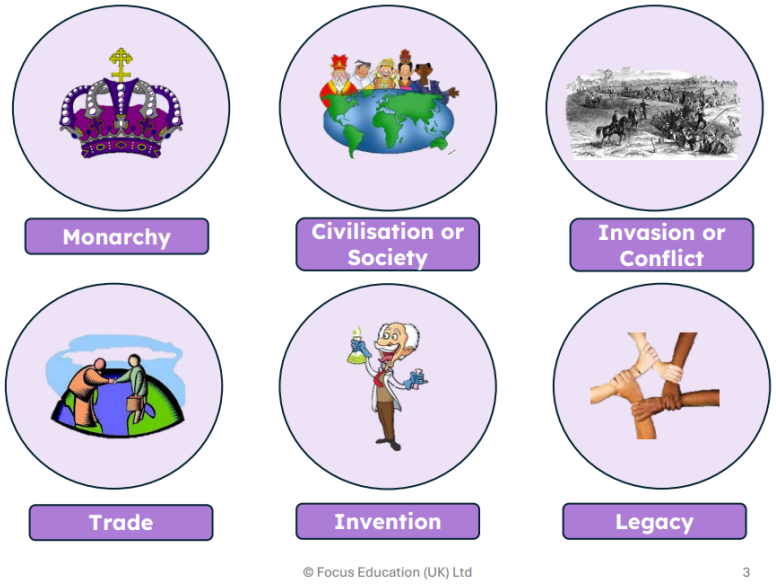
History

At New Hinksey, we believe that the study of History is essential for developing well-rounded, knowledgeable, and culturally aware individuals. Through the exploration of the past, our pupils will gain a deeper understanding of the present and be better equipped to navigate the complexities of the future.

Our primary intent in teaching History is to cultivate a genuine curiosity and appreciation for the past, while also developing the critical thinking and analytical skills that are essential for success in the 21st century. We want our pupils to be able to engage with historical sources, identify patterns and trends, and draw insightful conclusions about the human experience.

Furthermore, our History curriculum is closely aligned with the school's improvement priorities, which emphasise the importance of developing pupils' vocabulary, reading comprehension, and ability to communicate effectively. By weaving these elements throughout our History lessons, we aim to support the overall academic progress and achievement of our pupils.

These threads run throughout history curriculum and will be met and revisited several times by the end of KS2.



CYCLE A 2024_25			
	Autumn	Spring	summer
Reception	How has our family changed over the years?	What were toys like a long time ago?	What does it mean to be famous?
Year 1 and 2	Within Living Memory Main Enquiry: What was grandparents' childhood like? Key Knowledge: toys, school days, shopping, celebrations, food	The Great Fire of London Main Enquiry: What lessons have we learned from the Great Fire of London? Key Knowledge: London location, start of fire, past, fire control, Samuel Pepy's diary, changes in fire equipment	
Year 3 and 4	Changes in Britain: Beginning of Stone Age to the end of Iron Age. How did Britain change between beginning of Stone Age and end of Iron Age? Key Knowledge: Key changes, invention of Wheel, discovery of iron ore, Iron Age Hill Forts, differences between SA,BA,IA, hunter-gatherers	Theme: Changes in Britain: End of Iron Age to the end of the Roman occupation. Main Enquiry: How did Britain change between the end of the Iron Age and the end of the Roman occupation? Key Knowledge: why Romans came to Britain, what Romans did to improve Britain, opposition, legacy	
Year 5 and 6	Autumn 2 Theme: Changes in Britain: End of the Roman occupation up to 1066 Main Enquiry: How did Britain change between the end of the Roman occupation and 1066? Key Knowledge: Anglo-Saxons, Vikings		Theme: Changes in Britain: Beyond 1066 Main Enquiry: What are the main events that have happened in Britain between 1066 and the present day? Key Knowledge: Civil War, Henry VIII, Elizabeth I - links to British Empire, Victorian period, Significant Events

CYCLE B 2025_26			
	Autumn	Spring	summer
Reception	How has our family changed over the years?	What were toys like a long time ago?	What does it mean to be famous?
Year 1 and 2	Famous People Main Enquiry: Who were and are UK's famous people? Key Knowledge: being famous, people linked to Oxford, their impact, famous people today, connections to Oxford	Castles Main Enquiry: Why do we have Castles? Key Knowledge: keeping people safe, stories linked with castles, Oxford Castle, features, people, William the Conqueror needed them	
Year 3 and 4	Early Civilisations (approximately 3000 years ago) Main Enquiry: Why was Ancient Egypt's civilisation ahead of its time? Key Knowledge: advanced civilisations (not Britain), slavery, Pharaohs, pyramids, Gods	History of a major city (Oxford) Main Enquiry: How did Oxford grow to be one of the leading cities? Key Knowledge: origins, impact of universities, local Victorian suburbs, railway, school	
Year 5 and 6	Theme: Changes in Britain: Beyond 1066 Main Enquiry: What was the impact of World War 2 on Britain? Key Knowledge: dates of WW2, main events leading up to WW2, Hitler, Churchill, Countries involved, impact on ordinary people.	Theme: Civilizations that were at their greatest almost 1000 years ago. Main Enquiry: Why was the early Islamic Civilization period known as the Golden Age? Key Knowledge: Middle East ad Baghdad, House of Wisdom, Golden Age, hospitals/medicine, Prophet Muhammad's Life, End of Golden Age	

History Progression

Disciplinary Knowledge Progression

	Reception	Year 1 and 2	Year 3 and 4	Year 5 and 6
Timelines	Know how to set out own life on a simple timeline	Begin to appreciate what a timeline is by looking at a timeline over the past 10 years Know how to set out information on a timeline up to 50 years ago Know that a timeline can be used to help them understand the period they are studying, e.g. the Great Fire of London	Start using a timeline that identifies different centuries Use the timeline to show how Britain has changed over the years Accurately set out different events on a timeline Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart	Have a secure understanding of a British timeline that extends from the Stone Age to the present day Order an increasing number of significant events, movements and dates on a timeline using dates accurately Use timelines to demonstrate changes and developments in culture, technology, religion and society Know the date of any significant event studied from the past and place it correctly on a timeline
Chronology	To begin to appreciate that their life is different to the lives of people in the past To understand the past through settings, characters and events encountered in books read in class and storytelling	Recognise that familiar objects we have today would have been different in the past, e.g. telephone Describe memories and changes that have happened in their own lives Order a few events and different artefacts from the recent past Use the following words to show the passing of time: old, new, earliest, latest, past, present, future, new, newest, oldest, modern, before, after	Put artefacts or information in chronological order from a long time ago Use appropriate dates and chronological conventions, e.g. BC, BCE and AD Appreciate that some major events in the past caused major changes to the British landscape, e.g. Roman occupation Use words and phrases: century, decade	Show a chronologically secure knowledge and understanding of local, national and global history Know and describe in some detail the main changes to an aspect in a period of history being studied Demonstrate a coherent chronological narrative, knowledge and understanding of Britain's past and the wider world Describe the main changes in a period in history using words such as social, religious, political, technological and cultural

Evidence Base	Ask questions or make remarks about illustrations in a book they are reading, which may be set in the past	Begin to understand that some evidence related to what happened in the past is more reliable than others Observe and handle artefacts and ask simple questions about the past Begin to understand that some evidence, such as word of mouth, may not always reflect accurately what happened in the past Recognise what is a reliable piece of information and what is not, e.g. photograph vs word of mouth	Know that much of what is presented as historical fact is based on limited information Observe and use pictures, photographs and artefacts to find out about the past Understand that different types of evidence and sources can be used to help us find out about what happened in the past Recognise the impact that bias has on records of historical events Know that historical recounts are prone to exaggeration	Show an awareness of the concept of propaganda and censorship Know the difference between primary and secondary sources of evidence and the impact of this on reliability Understand that bias and politics may have played a part in providing a balanced evidence base when considering events in the distant past Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to a factual understanding about the past
Interpreting Significance	Recognise that the past is different to today	Understand that an invention from the past can lead to something we use today, e.g. television Offer an opinion as to why something may have happened in the past and why they know Point out a few similarities and differences between ways of life at different times Begin to reflect on the significance of what has been learnt from the past	Understand that significant discoveries or inventions created much change in the lives of people, e.g. the wheel or iron ore Start to compare two versions of a past event Start to use stories or accounts to distinguish between fact and fiction Look at more than one version of the same event or story in history and identify differences Know about the impact of a past action on our lives today	Consider different ways of checking the accuracy of interpretations of the past Realise that there is often not a single answer to historical questions Appreciate that people in the past represent events or ideas in a way that may be to persuade others Form their own opinions about historical events from a range of sources