

History at Hormead



Intent

At Hormead, our History curriculum is designed to give every child a secure and coherent understanding of Britain's past and the history of the wider world. We want our children to see history as a connected story — one that explains how the past shapes the present and influences the future.

We aim to ignite curiosity. From Reception to Year 4, children build their knowledge, skills and understanding step by step, developing a strong sense of chronology and a growing awareness of how civilisations, events and individuals have left lasting legacies. Through thoughtful questioning and enquiry, pupils learn to explore, analyse and think deeply about the past.

Our curriculum places cultural capital at its heart. Children learn about significant national and global events, including Black History Month, and explore histories that reflect the diverse cultures within our community. As a school founded in 1815 and based in our current building since 1846, we are proud of our own rich local heritage. Our archives, local area and traditions — such as recreating historical experiences like potato picking and maypole dancing — help bring history to life and connect children personally to the past.

Ultimately, we want our pupils to leave Hormead as confident, inquisitive learners who understand their place within the wider historical narrative.

Implementation

We use Kapow History as inspiration to plan carefully sequenced lessons that build knowledge and skills across five key strands:

- Topic knowledge
- Chronological awareness
- Substantive concepts
- Historical enquiry
- Disciplinary concepts

These strands are woven through every unit to ensure children learn to think and work as historians.

Chronology is central to our teaching. In EYFS, children begin by exploring their own personal histories and comparing characters from stories, including historical figures. In Key Stage 1 and 2, they develop a secure 'mental timeline', regularly using classroom timelines to place events and periods in context and to make comparisons across the world.

Our units are structured around enquiry questions, encouraging children to follow a clear enquiry cycle: Question – Investigate – Interpret – Evaluate – Conclude – Communicate.

Throughout their time at Hornead, pupils explore key disciplinary concepts such as change and continuity, cause and consequence, similarities and differences, significance, interpretation and sources of evidence. They encounter these repeatedly in different contexts so that understanding deepens over time.

Substantive concepts: including power, invasion, settlement, migration, civilisation, religion and trade are introduced in Key Stage 1 and revisited in increasing depth in Key Stage 2. Knowledge organisers support pupils in securing key facts and vocabulary, enabling them to recall and apply their learning with confidence.

We teach History in engaging and practical ways. Children handle sources, analyse evidence, debate interpretations and participate in immersive experiences that make learning memorable and meaningful.

Impact

By the time our children leave Hornead at the end of Year 4, they are confident historians.

They:

- Understand the history of Britain and how it has influenced — and been influenced by — the wider world.
- Have knowledge of ancient civilisations, empires and significant global developments.
- Can use substantive concepts such as power, trade and migration to explain historical events.
- Form balanced arguments using cause and consequence, continuity and change, and similarities and differences.
- Appreciate the significance of key individuals, inventions and events.
- Understand how historians use evidence to construct interpretations of the past.
- Ask historically valid questions and carry out structured enquiries.
- Make connections across different periods and places in time.

Our pupils leave us meeting the Early Learning Goals and National Curriculum expectations, fully prepared for the next stage of their education.

Most importantly, they leave with curiosity, confidence and a deepened understanding that history is not just something that happened long ago — it is the story of who we are and how we came to be.