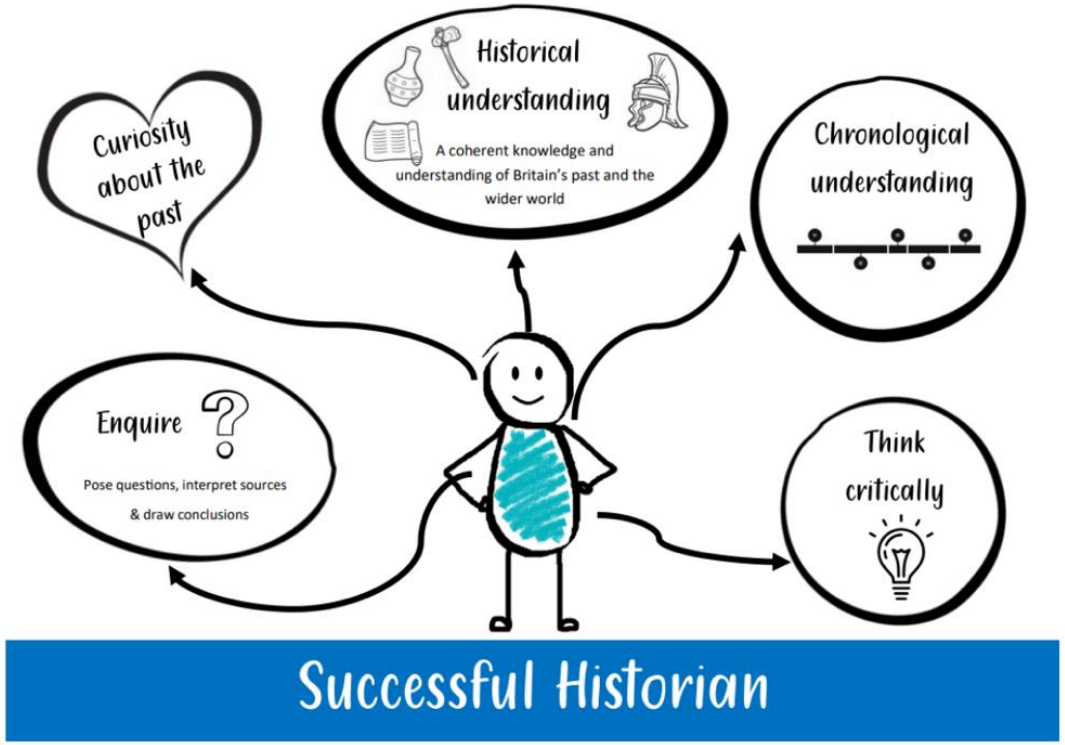
History Curriculum
at Whiteways Primary School



What do we want for our pupils?

At Whiteways, we aim for our pupils to develop a good understanding of history and the ways in which events from the past have influenced our lives today. We aim to keep history exciting and relevant to ensure that pupils are motivated and enjoy the subject. We aim to foster pupils' curiosity to learn more about the past to ensure that they gain a good knowledge and understanding of the history of Britain and the wider world. **We aim to inspire in pupils a curiosity and fascination about the past, to help them explore Ancient Civilisations and Empires and learn about the lives of significant people of the past.**

Through the teaching of history, we aim for pupils to learn from the triumphs and mistakes of the past, contributing to pupils' understanding of how to be responsible citizens. We want them to be able to ask historical questions and to investigate and explore historical concepts in order to broaden their understanding. We teach pupils a wide range of historical and context specific vocabulary so that they can describe and explain concepts and events clearly.

We also ensure that the teaching of history incorporates the concept of change over time and how this has affected the lives of others and in turn, how this has contributed to the world as we know it today. Where appropriate, we make links to Sheffield and the pupils' local area.

Implementation

History is taught in themes throughout the year, so that children can achieve depth in their learning. Teachers have identified the key knowledge and skills of each theme and consideration has been given to ensure progression across themes throughout each year group across school.

The local area is fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice.

Our key ***substantive threads*** are: Society and Civilisation, Invasion, Power, Achievements and Legacy

Our key skills concepts (***Procedural knowledge***) are: Chronological understanding, Historical Enquiry, Interpretation of History: using evidence, Organisation and Communication

Our historical concepts (***Disciplinary knowledge***) are: Continuity and change (in and between periods), Cause and consequence, Similarity/difference (within a period/situation (diversity), Significance (of event/people).

We introduce the concepts of history and the past in foundation stage, making links to pupils' own lives, which are then built on in Key Stage 1 where pupils begin by learning about significant events and people in the past. In Key Stage 2, historical periods are taught in chronological order to allow pupils to build on their prior knowledge in a logical way, as well as giving them the opportunity to see how different time periods and

events are linked, and how changes to ways of life can impact different societies over time. Year groups also learn about key historical figures and their impact and influence on the world.

Each year group begins their history theme by reflecting on their prior learning in history and by thinking carefully about what they might already know and what they would like to find out. This ensures that pupils can take some ownership of their history learning and challenges them to recall prior learning. Teachers also use timelines consistently to place time periods and events in chronological order so that pupils can see how learning builds over time and how pieces of history 'fit together'.

Enrichment	Supporting Children
Where applicable links to History will be made through Educational visits, exploration of replica artefacts and visitors to school. They are organised to enhance children's themed learning and extend their knowledge and skills further.	All children are entitled to an appropriate education, one that is bespoke to their needs, promotes ambitious standards and the fulfilment of potential. This will enable them to: ● achieve their best ● become confident individuals living fulfilling lives History lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. Teachers make reasonable adjustments, to prevent disadvantage and discrimination and to promote equality of opportunity for all pupils. In addition support is provided through: ● Pre-teaching historical vocabulary ● Provision of topic specific word mats ● Use of sentence stems to structure writing ● Use of visual and auditory prompts

What is our end goal?

The intent of our History curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more.

We aim for pupils to have developed a good understanding of a range of different history themes, time periods and historical figures by the time they leave Key Stage 2. We want pupils to develop an understanding of how these time periods, events and historical figures have changed our lives in Britain and the wider world as we know it today. We also aim for them to have a good understanding of chronology, key concepts and terms and historical vocabulary so that they are well prepared for the next stage of their history learning in secondary school. We aim for them

to be able to investigate and learn more about different concepts and events by considering questions about change, cause, similarity and difference within the time periods they have studied.

National Curriculum Objectives

	Pupils should be taught about:
KS1	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
KS2	Changes in Britain from the Stone Age to the Iron Age 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 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 History 192 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.

Historical Concepts

These historical concepts underpin all historical enquiries and curriculum themes which are developed through regular revisiting in a range of contexts. These are linked to the National Curriculum aim: To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses (***Disciplinary knowledge***)

	Early Years	KS1	KS2
Continuity and change in and between periods	• Look closely at similarities, differences, patterns and change • Develop understanding of growth, decay and changes over time	• Identify similarities / differences between ways of life at different times	• Describe / make links between main events, situations and changes within and across different periods/societies
Cause and consequence	• Question why things happen and give explanations	• Recognise why people did things, why events happened and what happened as a result	• Identify and give reasons for, results of, historical events, situations, changes
Diversity: Similarity/Difference within a period/situation	• Know about similarities and differences between themselves and others, and among families, communities and traditions	• Make simple observations about different types of people, events, beliefs within a society	• Describe social, cultural, religious and ethnic diversity in Britain & the wider world
Significance of events/people	• Recognise and describe special times or events for family or friends	• Talk about who was important eg in a simple historical account	• Identify historically significant people and events in situations

Historical Skills Progression (*Procedural knowledge*)

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	Order simple experiences in relation to themselves, and others including stories, events and experiences.	Understand the difference between things that happened in the past and the present. Talk about past and present events in the own lives and in lives of family members Order a set of events or objects Use a timeline to sequence events in their living memory Begin to use words and phrases such as: now, then, yesterday, last week, new, days, months, young, first, then, next, old, new, before and after	Understand and use the words: past, present, then, now, before, recently, when telling others about an event Recount changes in their own life over time. Understand how to put people, events and objects in order of when they happened Begin to use some dates where appropriate Use a timeline to place important events.	Begin to understand more complex terms e.g. BC (Before Christ, BCE (Before Common Era) & AD (Anno Domini) CE (Common Era) century, decade Understand that a timeline can be divided into BC (BCE) and AD (CE) Use a timeline to place historical events in chronological order Describe dates of and order significant events from the period studied Begin to understand how some historical events occurred concurrently in	Use historical terms related to the period of study, including: century, decade, ancient civilisations Understand that a timeline can be divided into BC (Before Christ) BCE (Before Common Era) and AD (Anno Domini) CE (Common Era) Name and order some significant events, artefacts and dates on a timeline Describe the main changes in a period of history.	Understand that a timeline can be divided into BC (Before Christ) BCE (Before Common Era) and AD (Anno Domini) CE (Common Era) Name and order significant events, artefacts, movement and dates on a timeline Use relevant terms and period's labels and dates in describing events and people Describe the main changes in a period of history	Understand the duration of a period in history Name and order significant events, artefacts, movement and dates on a timeline Identify and compare changes within and across different periods. Understand how some historical events occurred concurrently in different locations e.g.

				different locations e.g. Ancient Egypt and Prehistoric Britain			
Historical Enquiry	**F2:** Answer questions about the past by comparing characters from stories, including figures from the past (UTW Reception)	Find answers to simple questions about the past from sources of information.	Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand features of events. Use questioning- why, what, who, how, where.	Begin to understand how our knowledge of the past is constructed from a range of sources.	Understand how our knowledge of the past is constructed from a range of sources.	Begin to construct informed responses that involve thoughtful selection and organisation of relevant historical information	Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
		Begin to understand some the key ways in which we find out about the past and identify different ways in which it is represented.	Understand some of the key ways in which we find out about the past and identify different ways in which it is represented	Suggest sources of evidence to use to help answer questions.	Find answers to questions about the past using sources of information.	Begin to select and combine information about the past in order to find historical questions and test hypotheses.	Begin to select and combine information about the past in order to find historical questions and test hypotheses and evaluate success.

		Ask and answer questions about the past by making simple observations from stories and other sources.	Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.	•Use a range of sources to build an understanding of a past period or event. •Observe small details – artefacts, pictures •Select and record information relevant to study. •Begin to use the library and the internet for research. •Ask a variety of questions to further their own understanding	•Use evidence to build up a picture of a past event. •Choose relevant material to present a picture of one aspect of life in past times. •Ask a variety of questions •Use the library and internet for research	•Begin to identify primary and secondary sources •Use evidence to build up a picture of a past event. •Select relevant sections of information. •Confidently use the library and the internet for research.	•Recognise primary and secondary sources •Use a range of sources to find out about aspects of past times. •Suggest omissions and the means of finding out. •Bring knowledge gathered from several sources together in a fluent account

		Describe some simple similarities and differences between artefacts Sort artefacts from then and now.	Sequence artefacts from different periods- similarities and differences	Suggest sources of evidence, from a selection, to help answer questions.	Suggest sources of evidence, from a selection, to help answer a question.	Choose reliable sources of evidence to answer questions.	Select the most appropriate source of evidence for particular tasks.
Historical interpretation; using evidence	**F2:**Comment on pictures, stories and artefacts of familiar situations in the past (UTW Reception)	Begins to identify and recount some details about the past.	•Looks at books and pictures (eye-witness accounts, photos, artefacts, buildings, visits, internet) Use drama to understand why some people in the past did things.	Look at two versions of the same event and identify differences in accounts.	Look at two versions of the same event and give reasons why there may be different accounts in history	•Know that people (now and in the past) can represent events or ideas in ways to persuade others • Give clear reasons why there may be different accounts to history.	•Understand that the past has been represented in different ways. •Suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways. •Understands that some evidence is opinion or misinformation and this affects interpretation of history.
		Observe and handle evidence to ask questions about the past.	Observe and handle evidence to ask questions and to find answers to questions about the past.	Use evidence to ask questions about the past.	Use evidence to ask questions and find answers to questions about the past.	Use sources of evidence to deduce information about the past.	Use sources of evidence to deduce information about the past and select suitable sources of evidence, giving reasons for choices.
Communicating	F1: Begin to make sense of their own	Sort events or objects into	Describe objects, people	-Present finding about the past using speaking,	-Present findings about the past using different genres of	-Present detailed findings giving reference to	-Present information in an organised and clearly structured

about the past	life-story and family's history (UTW 3&4 year olds) F2: Talk about members of their immediate family and community (UTW Reception)	groups (e.g. then and now)	or events in history.	writing, ICT and drawing skills	writing, diagrams and drama, Maths (data handling), ICT	historical skills being taught in a way that shows awareness of an audience.	way and in the most effective/appropriate manner (e.g. written explanation, tables and charts, labelled diagrams). -Work independently and in groups showing initiative.
	F2:Name and describe people who are familiar to them – what are the children's past experiences with these people?(UTW Reception)	Use timelines to order events or objects. Know where people and events they study fit within a chronological timeframe.	Use timelines to order events or objects or place significant people. Know where people and events they study fit within the chronological framework.	Use timelines to order events or objects or place significant people.		Provide an account of a historical event based on more than one source	Investigate own lines of enquiry by posing questions to answers
	F2:Know some similarities and differences between	Tell stories about the past. Talk, role play, write and draw	Communicate ideas about people, objects or events from the past in speaking,				

	things in the past and now, drawing on their experiences and what has been read in class.	about things from the past.	writing, drawing, role-play, storytelling and using ICT.				