



The Willows Primary School

HISTORY Curriculum



Subject Leader	Mr Paul Jennings
INTENT	
<p>At the Willows Primary School, we are committed to providing all children with quality learning opportunities to engage in history. It is a unique subject within the curriculum as it fires the children’s curiosity about the past and plays an essential part in preparing them to live and work in the modern world.</p> <p>History itself is a densely layered subject, encompassing both a breadth of knowledge and skills. Above all though, we intend for our children to develop an affinity with the past; appreciating the similarities and differences with the modern day; recognising the chronological journey that has been taken to arrive in the 21st century and acknowledging those who have played significant parts in helping us get here.</p> <p>As well as this, we intend for our children to be critical thinkers. It is important that the children understand history can differ depending who has written about it and who has lived it. In our lessons, we wish for the children to actively engage with sources and evidence to reach their own conclusions, as opposed to taking things ‘at face value’. The ability to research, sift through evidence, and argue for their point of view is very much transferrable and is something we hope will follow the children into their adult lives.</p>	

IMPLEMENTATION	
<p>History is taught in blocks throughout the year, so that children achieve depth in their learning. Teachers have identified the key knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout each year group across the school. By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day; we hope that our imminent shift to two form entry will enable us to order the units in such a way that facilitates this chronological recall. Interlinked with this are studies of world history, such as the ancient civilisations of Greece and the Egyptians, as well as the significant achievements of individuals seen in KS1.</p> <p>Planning is informed by and aligned with the national curriculum. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school’s commitment to inclusion. However, we strive to teach history in a diverse manner that appeals to all children and learning styles. Where possible, the school will always aim to make history as practical as possible through the use of physical sources</p>	



and artefacts, and plan to visit local places of interest and heritage to immerse the children within a certain period of time. We will also aim to utilise relevant, high-quality cross curricular links where appropriate and use the areas of literacy, drama and geography - amongst others - to deepen the children's grasps of concepts.

Outcomes of work are monitored to ensure that they reflect a sound understanding of the key identified knowledge.

What is taught when?						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Half Term 1	N/A	N/A	N/A	N/A	N/A	N/A
Half Term 2	Exploring significant people from the past (e.g. monarchs, pioneers and activists).	Comparison of 2 significant people.	Vikings. Compare different eras and how the past is represented in different ways.	Romans. Legacy in Britain and in-depth study of leisure and entertainment.	Thematic study on crime and punishment (social history) over history. Understanding bias and different perspectives	Ancient Egypt – in-depth study of ancient civilisation. Sift and weigh evidence in order to support historical claims
Half Term 3	N/A	N/A	N/A	N/A	N/A	N/A
Half Term 4	(GFoL) Significant historical event. Compare sources/different representations of the past - Samuel Pepys' diary.	Significant historical event – the sinking of the Titanic. Use range of sources to answer questions	Anglo-Saxon focus on Sutton Hoo. Looking at sources.	Ancient Greece - in-depth study of leisure and entertainment	The Maya In-depth study of a non-European society that contrasts with British history.	Stone Age through to Iron Age looking at narratives within and across periods



Half Term 5	N/A	N/A	N/A	N/A	N/A	N/A
Half Term 6	Changes within living memory and locality.	Local study – focus on homes and houses	Local study with links to childhood.	British Inventions and inventors since 1800s.	In-depth study of local area or local town	Connect local, national and international history through relevant current affairs eg politics, conflict, migration, health

Knowledge and Skills Prior to KS1 - HISTORY in EYFS

Although history is not taught explicitly in the EYFS, a lot of historical concepts arise through the 'Understanding the World' and 'Communication and Language' areas of learning..

In the EYFS, the primary focus is to make children more familiar with their own history that they can relate to and encourage them to discuss and elaborate upon it further. Photographs of family members, for example, are placed around the classroom to facilitate these discussions and children and their families are regularly asked to put photographs on Tapestry to facilitate discussion around events that have happened in the children's own past: their personal history.

Speaking to the children is a key means of equipping the children with the basic chronological language that will inform their understanding of history for years to come. As children are asked to recount their weekends, or what they have been working on earlier in the week, it presents them with the opportunity to start to vocalise things such as the days of the week, and also gives staff the chance to introduce newer vocabulary like 'yesterday', 'last week', or 'a long time ago'. In these discussions, staff are able to label the world for the children as they live it and push them to use this language independently.

A lot of work also goes into documenting and keeping records of the work the children have done over previous half terms. Floorbooks, Tapestry and classroom displays present a visible record of what the children have done, again to encourage discussion and language development, but also to remind the children to keep thinking back to what has already happened in their lives. More explicit historical events, or specific periods of time, can often be introduced through stories, and children use the book as a means of pushing on their own understanding.

Overall, by the end of the EYFS, we aim for the children in our school to recognise the existence of the past and begin to label it independently themselves as they retell stories from their own lives, or from books. We hope that they can then begin to expand on their 'self-centered' history as they move into KS1.



Skills and Knowledge Progression					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Stories and Sources					
<ul style="list-style-type: none"> •Use artefacts, pictures, stories and online sources to find out about the past •Be introduced to different representations of the past and discuss similarities and differences 	<ul style="list-style-type: none"> •Use range of artefacts, pictures, stories and online sources to answer historical questions •Understand different representations of the past by drawing comparisons 	<ul style="list-style-type: none"> •Begin to understand how knowledge of the past is constructed from a range of sources •Develop understanding of how and why the past is represented in different ways •Select key information from a range of sources to answer a historical question 	<ul style="list-style-type: none"> •Understand how knowledge of the past is constructed from a range of sources •Understand how and why the past is represented in different ways and explain this •Select and organise relevant information from a wider range of sources to answer a historical question 	<ul style="list-style-type: none"> •Understand how knowledge of the past is constructed from a range of sources •Understand how evidence is used rigorously to make historical claims •Discern how/why contrasting arguments and interpretations of the past exist by weighing evidence and sifting arguments eg propaganda •Construct informed responses that involve thoughtful selection and organisation of relevant historical information 	<ul style="list-style-type: none"> •Construct informed responses that involve thoughtful selection and organisation of relevant historical information •Develop perspective and judgment by weighing evidence and sifting arguments eg propaganda •Explain how/why contrasting arguments and interpretations of the past exist



Historical Concepts					
<ul style="list-style-type: none"> •Describe and discuss historical events beyond living memory •Describe significant people from the past •Use a timeline to develop chronological language eg past, present, older, newer •Develop understanding of changes within living memory eg toys, homes, transport •Develop understanding of local history eg historical events, people and places 	<ul style="list-style-type: none"> • Describe and understand the significance of historical events beyond living memory (nationally or globally) •Describe key people from the past who have contributed to national and international achievements and understand their significance •Place key dates/eras on a timeline to develop chronological language and to identify similarities and difference between ways of life in different periods •Know about changes within living memory and how they effected changes in national life eg toys, homes •Understand the significance of historical events beyond living memory •Know about local historical events, people and places 	<p>Compare different eras considering similarities and differences</p> <ul style="list-style-type: none"> •Order key dates on a timeline to demonstrate chronology of British and world history •Examine in depth an aspect of local history from a period beyond 1066 	<ul style="list-style-type: none"> •Extend chronological understanding by exploring a theme over time eg leisure, entertainment •Understand how Britain has influenced and been influenced by the wider world •Order key dates on a timeline to demonstrate chronology of British and world history 	<ul style="list-style-type: none"> •Explore trends, looking at continuity/change and similarity/difference/significance •Examine different aspects of history eg social, cultural, political and religious •Gain historical perspective by making connections between local, national and international history •Extend chronological understanding by exploring a theme over time eg crime and punishment 	<ul style="list-style-type: none"> •Establish clear narratives within and across periods by using secure chronological understanding •Analyse trends, looking at continuity/ change and similarity/difference/ significance and use them to make connections and draw contrasts •Examine different aspects of history eg social, cultural, political and religious, in different contexts •Gain historical perspective by making connections between local, national and international history



Historical Questions					
•Ask some questions about the past	•Ask wide range of questions about the past using parts of stories and sources	•Understand what types of question are historically valid and identify how to find the answer	•Regularly generate and answer a range of historically-valid questions about similarities and differences	•Address and devise a wide range of historically-valid questions about change and cause	•Address and devise a wide range of historically-valid questions about change, cause, impact and significance
Historical Vocabulary					
•Use historical vocabulary eg past, present, long ago, timeline	•Use a wider range of historical vocabulary eg recently, decade, century, source, pioneer	•Develop a range of historical vocabulary eg artefact, chronology, invade, settle	•Develop a range of historical vocabulary eg civilisation, chronology, ancient, legacy	•Use and apply a range of historical vocabulary eg civilisation, propaganda, economy, political	•Develop and apply a range of historical vocabulary eg influential, narratives, perspective

Key Vocabulary Progression					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
diary timeline order source primary secondary reign ago date monarch modern past present	explorer voyage chronology century oldest newest modern old-fashioned route date era	Vikings comparison conquered warrior invade locality historical generation childhood artefacts represent compare evidence	Ancient Greek Roman Empire empire Sparta Athena religion entertainment architecture civilisation government legacy democracy philosophy	thematic influence narrative justice sift argument punitive biased evidence crime reliability archaeology ceremonies	conflict migration refugee political propaganda Stone Age Iron Age Neolithic Mesolithic validity continuity perspective relevance



queen Britain British		excavate impact significant reminiscent heritage	knowledge invasion chronological invention significance society enquiry	harvesting calendrical justify weighing diversity characteristics heritage	judgement refinement Ancient Egyptians bias trend dynasty
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IMPACT

Our approach towards history results in groups of children who are inquisitive, knowledgeable and critical. They are able to recall the key successes of important individuals and groups, commenting upon their impact and comparing it to the achievements of others. As well as this, our children are able to engage with sources and debate their validity, using this to interpret history in the most accurate way and label it correctly with their broad historical lexicon.

Through our approach, history also retains a high profile in our school. Children are enthused by the lessons and topics, and our KS2 Time Team is responsible for hosting competitions and engaging with whole school initiatives to inspire the pupils in their year groups and classes.

Ultimately, by the end of their time at the school, the children at the Willows will understand the significance of history. They will realise the need to understand the past in order to make key decisions in both the present and future,- and use the knowledge acquired to make better sense of the world they see today.