

HISTORY CURRICULUM OVERVIEW



VISION	Our vision is that all children will have a strong understanding of our place in history and time with a curiosity to understand more and form connections in their learning.
INTENT	Wildmoor Heath School's history curriculum is designed to give children the knowledge and understanding of people, events and contexts from a range of historical periods. We want to develop children's ability to think, reflect, debate and discuss by looking at and comparing evidence through history. Our learners will be enabled with the knowledge, skills and vocabulary to explore different time periods, allowing them to think critically and confidently to support their explanations and judgements. We believe the study of history enables pupils to have a better understanding of the society in which they live today. We aim to bring the learning to life and make it enjoyable by providing inclusive, motivating, first hand experiences. Wherever possible, we strive to spiral knowledge and skills through subject teaching and across the curriculum. In this way, pupils learn more deeply by revisiting concepts, widening their understanding and having multiple opportunities to apply their skills.
IMPLEMENTATION	We implement a broad, balanced and motivating history curriculum, based on the National Curriculum. Initially, children learn about history in their own lifetime, their parents' and their grandparents' lifetimes. Later, we deliver the teaching of British History, in chronological order, and the history of the Ancient Worlds to help children grasp an understanding of their sequencing over time. Teaching is carefully mapped, sequenced and layered. We categorise historical facts and abstract concepts which help children to gain a deeper understanding and level of inquiry.
IMPACT	By the end of their primary education at Wildmoor Heath, all learners should have achieved the National Curriculum objectives. Their progress in History is assessed termly to ensure all make good progress. They should be equipped with the critical thinking skills to allow them to think, reflect, debate, and discuss different viewpoints from history, forming their own opinions. They should be able to ask analytical questions, interrogate evidence, and know the difference between a primary and secondary source of evidence. They will be able to transfer these valuable skills across the curriculum and in the context of the wider world as they progress on to secondary school.





Learning Sandwich

ENQUIRY			
KNOWLEDGE	SKILLS & CONCEPTS	KEY AREAS	BIG IDEAS
Events Chronology Historical Terms	Similarity & Difference Cause & Consequence Continuity & Change Significance Historical Enquiry	Local History British History Ancient History Significant Events Significant People	Community & Culture Conflict & Disaster Exploration & Invention Hierarchy & Power
COMMUNICATION			

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Big Ideas

<p>Community & Culture</p>  <p>Community & Culture</p>	<p>Pupils will learn about and make comparisons between different civilisations and societies through history. They will learn about key aspects such as architecture, art, civilisations, societies, homes, religion, settlement, games and sports. At Wildmoor Heath, children start by learning about the history of their life and their local community and then broaden that out to the history/timeline of their parents and grandparents. In Year 3, children learn more about the history of their local village community. In Year 4, ancient civilizations are compared, before studying the Ancient Egyptian culture in more depth. Year 5 study the Ancient Greek civilisation and Year 6 compare other civilisations to the Ancient Maya civilisation.</p>
<p>Conflict & Disaster</p>  <p>Conflict & Disaster</p>	<p>Throughout history, major changes have occurred as a result of significant events including war, invasion or disasters. Pupils will look at the reasons why these happened and the impact they had. They will learn about conquest, invasion, defence, occupation, the military and war as well as disasters such as fire and plague. At Wildmoor Heath, children start learning about conflict and disaster in Year 2, learning about the Great Fire of London. Year 3 study the Celts and the invasion of Julius Caesar, followed by more in depth learning of the Romans in Year 4, the Anglo-Saxons/Vikings in Year 5 and World War 2 in Year 6.</p>
<p>Exploration & Invention</p>  <p>Exploration & Invention</p>	<p>Pupils will learn how people explored and invented through history and the impact of this. They look at key discoveries, transport, trade routes, tools and technology and how these changed over time. At Wildmoor Heath, children begin to learn about exploration in Year 2, with Grace O'Malley and her travels. Year 3 learn about inventions during the Bronze and Iron Age. In Year 5, children study the history of flight and Space Race and the push/pull factors for the migration of the Angles, Saxons and Jutes.. Towards the end of Year 6, children learn about the exploration and discoveries of Charles Darwin.</p>
<p>Hierarchy & Power</p>  <p>Hierarchy & Power</p>	<p>Pupils will learn about and make comparisons between different civilisations, exploring life of the rich and the rulers compared to other members of society. They will look at countries, democracy, empires, government, law, monarchy and rulers, rich and poor and slavery from key historical periods they study. At Wildmoor Heath, children begin to learn about hierarchy and power in Year 2, learning about Grace O'Mally meeting Queen Elizabeth I. Learning about the expansion of the Roman Empire begins in Year 3 and develops further in Year 4. Year 5 study the dominance of the Anglo-Saxons and Vikings, fighting for the kingdom of England and the development of democracy in Ancient Greece. Year 6 study the hierarchy of the Ancient Maya civilisation.</p>



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Long Term Plan

Year	Autumn	Spring	Summer
Reception	How do we celebrate?	Why do we wear different clothes at different times of the year?	How have I changed since I was a baby?
YEAR 1	Local History: Schools now	Local History: Schools in the past	Local History: My School
YEAR 2	British History: The Great Fire of London	Local History: Our High Street	Significant Person: Grace O'Malley, Elizabeth I & Pirates
YEAR 3	Local History: Crowthorne & Transport	British History: Stone Age	British History: Bronze Age, Iron Age & Celts
YEAR 4	British History: Roman Britain	Ancient History: Comparing Ancient Civilisations (Egypt, Sumer, Indus Valley, Shang)	Ancient History: Ancient Egypt
YEAR 5	British History: Anglo Saxons	British History: Vikings	Ancient History: Ancient Greece
YEAR 6	Significant Events: The Blitz & World War 2	Ancient History: Ancient Maya	Significant Person: Charles Darwin

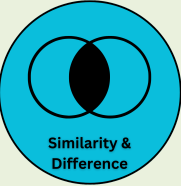
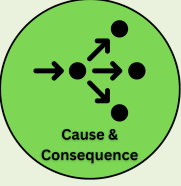




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Progression Objectives





PHASE	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
KNOWLEDGE							
Chronology	Using language relating to time Organise events using basic chronology, recognising things happened before they were born	Use words and phrases like: before, after, past, present, then, now Sequence events from within their lifetime on a timeline	Order events on a timeline from beyond my lifetime Sequence events that occurred during a historical period	Have some understanding of the difference between BC, AD, BCE and CE Begin to place dates and event on a timeline for a historical period	Understand the difference between BC, AD, BCE and CE Place dates and event on a timeline for a historical period	Place key events from a period of history on a timeline in relation to one other period of history Use more accurate dates when describing and sequencing events	Understand the chronology of key events in periods being studied and how this time relates to other key periods in history Summarise and evaluate events on a timeline in relation to key concepts or themes (e.g. invaders, war, industry and technology)
Events	Talk about members of their immediate family and community Comment on images of familiar situations in the past	Give examples of things that were different when their grandparents were children Know about a famous historical event or person	Recount and order the life of a famous historical figure Explain why a historical figure was important and how they changed things Describe significant events from beyond living memory and explain cause and consequence	Describe the changes in Britain between the Stone Age and the Iron Age Explain how we know about life in Stone Age and Iron Age Britain	Give an overview of the Roman Empire by 42AD and the power of its army Explain the impact of the Roman invasion and settlement (related to Big Ideas) Give an overview of where and when the first civilisations appeared (Ancient Sumner, The Indus Valley, Ancient Egypt, Shang Dynasty) and place these on a timeline Explain the major achievements of Ancient Egypt (relating to the Big Ideas)	Explain where the Anglo-Saxons came from and why they invaded Britain and describe the impact this had on life in Britain (relating to the Big Ideas) Know why the Vikings invaded Britain and why they were so successful Explain the struggle between the Anglo-Saxons and the Vikings for the kingdom of England Explain the influence that Ancient Greek culture had on the world (relating to the Big Ideas) Give an overview of Ancient Greek culture and history	Research and share knowledge with others about World War 2 Place the Maya civilisation on a timeline along with major historical periods of the same time Give a detailed overview of the Maya civilization that contrasts with British history (relating to the Big Ideas).

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SKILLS & CONCEPTS							
<p>Similarity & Difference</p> 	<p>Know about similarities and differences between themselves and others Compare and contrast characters from stories including figures and objects from the past</p>	<p>Describe changes within living memory Spot old and new things in pictures</p>	<p>Describe changes beyond living memory Compare and contrast changes from a period of time, focusing on one or more of the Big Ideas</p>	<p>Begin to describe similarities and differences within a time period in relation to society, culture, religion or ethnic diversity Begin to describe similarities and differences between a period of history and now in relation to one or more of the Big Ideas</p>	<p>Describe similarities and differences within a time period in relation to society, culture, religion or ethnic diversity Describe similarities and differences between a period of history and now in relation to one or more of the Big Ideas</p>	<p>Begin to explain the differences in the lives of people from different social classes, culture, religions or race Begin to undertake research in order to find similarities and differences between two or more periods of history and draw own conclusions in relation to one or more of the Big Ideas</p>	<p>Explain the differences in the lives of people from different social classes, culture, religions or race Undertake research in order to find similarities and differences between two or more periods of history and draw own conclusions in relation to one or more of the Big Ideas</p>
<p>Cause & Consequence</p> 	<p>Question why things happen and give explanations.</p>	<p>Begin to explain why a historical event happened and what happened as a result. Begin to explain why an important person from history acted the way they did and what the impact of this was</p>	<p>Explain why a historical event happened and what happened as a result. Explain why an important person from history acted the way they did and what the impact of this was</p>	<p>Begin to identify and give reasons for historical events and explain the impact Begin to explain how a historical event impacted on at least one of the Big Ideas</p>	<p>Identify and give reasons for historical events and explain the impact Explain how a historical event impacted on at least one of the Big Ideas</p>	<p>Begin to understand the impact of historical events on later periods of time Begin to evaluate how a historical event impacted on one or more of the Big Ideas</p>	<p>Understand the impact of historical events on later periods of time Evaluate how a historical event impacted on one or more of the Big Ideas</p>
<p>Continuity & Change</p> 	<p>Observe and describe things that have changed and stayed the same during their life</p>	<p>Begin to explain what an object from the past might have been used for. Begin to identify things that have changed or stayed the same during their lifetime and from times before living memory Begin to describe changes over time in relation to at least one of the Big Ideas.</p>	<p>Explain what an object from the past might have been used for. Identify things that have changed or stayed the same during their lifetime and from times before living memory Describe changes over time in relation to at least one of the Big Ideas.</p>	<p>Begin to explain the links between significant events Begin to explain what changed and stayed the same in relation to at least one of the Big Ideas</p>	<p>Explain the links between significant events Explain what changed and stayed the same in relation to at least one of the Big Ideas</p>	<p>Begin to summarise the main events from a period of history, explaining the order of events and making connections between them. Begin to justify how or why things changed or did not change over time in relation to one of the Big Ideas</p>	<p>Summarise the main events from a period of history, explaining the order of events and making connections between them. Justify how or why things changed or did not change over time in relation to one of the Big Ideas</p>
<p>Significance</p> 	<p>Recognise and describe special times or event for them, their friends or family</p>	<p>Begin to explain how historical events and people changed things</p>	<p>Explain how historical events and people changed things</p>	<p>Begin to identify historically significant people and events and their impact</p>	<p>Identify historically significant people and events and their impact</p>	<p>Have some awareness of pivotal events and people in modern British history</p>	<p>Being aware of pivotal events and people in modern British history</p>

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Assessment

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Community & Culture 	Schools in the past: <i>What was school like for your parents and grandparents?</i>	Crowthorne High Street: <i>How has the High Street changed?</i>	Crowthorne & Transport: <i>How did transport improve the locality?</i>	Contrasting Ancient Civilisations: <i>What do all the ancient civilisations have in common?</i> Ancient Egyptians: <i>How do we know so much about them?</i>	Ancient Greece: <i>What was their legacy?</i>	Maya Civilisation: <i>What was their legacy?</i>
Conflict & Disaster 	Our School: <i>Were there times in the past when life at our school was unusual and why was this?</i>	Great Fire of London: <i>How did the fire start and spread? What was the impact?</i>	Celts: <i>If you were Julius Caesar, would you have invaded Britain in 55BC?</i>	Roman Empire: <i>Why did the Romans invade and what was their legacy?</i>	Anglo-Saxons/Vikings: <i>What were the causes and consequences of the struggle for the kingdom of England?</i>	World War 2: <i>Why was the Battle of Britain a key turning point in history?</i>
Exploration & Invention 	Schools then and now: <i>Would you prefer to be at school now or in the past?</i>	Grace O'Malley: <i>Should we call Grace O'Malley a pirate?</i>	Stone Age to Iron Age: <i>What changed in Britain from the Stone Age to the Iron Age?</i>	Roman Empire: <i>Why did the Romans invade and what was their legacy?</i> Ancient Egyptians: <i>How do we know so much about them?</i>	Ancient Greece: <i>What was their legacy?</i> History of Flight & Space Race: <i>How did humankind take to the skies?</i>	World War 2: <i>Why was the Battle of Britain a key turning point in history?</i> Charles Darwin: <i>What was his legacy?</i>
Hierarchy & Power 		Grace O'Malley: <i>Should we call Grace O'Malley a pirate?</i>	Celts: <i>If you were Julius Caesar, would you have invaded Britain in 55BC?</i>	Roman Empire: <i>Why did the Romans invade and what was their legacy?</i>	Anglo-Saxons/Vikings: <i>What were the causes and consequences of the struggle for the kingdom of England?</i>	Maya Civilisation: <i>What was their legacy?</i>