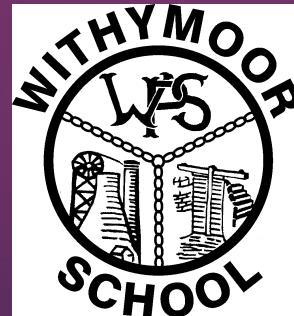


Withymoor Primary School History Curriculum

LEARNING TOGETHER, AIMING FOR EXCELLENCE.





Withymoor Primary School Curriculum Intent

At Withymoor Primary School we value and promote kindness and respect for all individuals, regardless of their race, gender, disability, religion or sexual orientation. We aim to offer, through a diverse, rich and challenging curriculum, exciting learning opportunities that develop curiosity, resilience, creativity and the skills of collaboration. We also aim to instil in our pupils a love of learning, an appreciation of the world, and a positive, secure sense of self. We want everyone at our school to achieve and be the very best that they can. Our curriculum is underpinned by our core value of Learning together, aiming for excellence.



Withymoor Primary School

History Subject Intent

- ▶ At Withymoor, we aim to provide a high quality history curriculum which inspires curiosity and fascination about Britain's past and that of the wider world. It is our intent that children will have a secure and broad knowledge of their local area heritage and understand how it connects to wider society as well as regional, national and international events. Through studies of significant people, events and time periods, children will secure their understanding of chronology and develop a context for their growing sense of identity. They will compare and contrast, making connections with themes in history, as well as evaluating the impact and influence through time. Through drama, role play, artefacts and use of interactive digital media, our children will be immersed in historical contexts allowing them to develop the necessary skills to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.



Essential Characteristics & Key Concepts in History

Essential Characteristics

- ▶ ● An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes. ● The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences. ● The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources. ● The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry. ● A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways. ● A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments. ● A desire to embrace challenging activities, including opportunities to undertake high quality research across a range of history topics.

Key Concepts

Investigate and interpret the past

This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.

Build an overview of world history

This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.

Understand chronology

This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.

Communicate historically

This concept involves using historical vocabulary and techniques to convey information about the past.



Withymoor Primary School History Programme of Study

WPS History Curriculum Overview			
	Autumn	Spring	Summer
Pre school	Understanding the World		
	Begin to make sense of their own life-story and family's history.		
EYFS	Understanding the World	Understanding the World Past and Present	
	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.	Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.	
Year 1	The Lives of Significant Individuals	Significant Places in My Locality/Changes Within Living Memory	Events Beyond Living Memory
	Mary Seacole & Florence Nightingale and their impact on nursing	The Red House Glass Cone and its importance as one of the main industries of the area in the past	The Great Fire of London and its impact on life then and now
Prior learning	Reception Understanding the World - Talk about the lives of people around them and their roles in society	Y1 T2 Geography – The Four Countries of the UK	Y1 T1 Geography : Local area knowledge
Year 2	Significant Events in My Locality/Changes within Living Memory	The Lives of Significant Individuals	Significant People in My Locality
	Transport Thomas Newcomen – Invention of the steam engine The Stourbridge Lion and its significance in the history of trains	Queen Victoria Her national achievements and how she is remembered today. What was life like for children during her reign? Compare to modern day monarchy	Ernest Stevens His life and family His impact on the local area The Bourneville Brothers How did they improve life for people in the area?
Prior learning	Y1 T1 Geography : Local area knowledge	Y1 T2 Geography – The Four Countries of the UK	Y1 T1 Geography : Local area knowledge Y1 T3 History Significant Places in My Locality/Changes Within Living Memory



Withymoor Primary School History Programme of Study

Year 3	Changes in Britain from Stone Age to the Iron Age	The Roman Empire and its Impact on Britain	The Achievements of Early Civilisations Ancient Egypt
	Compare aspects of life from the Stone Age, Bronze Age and Iron Age Settlements, Farming, tools, Art & Religion	Why did the Romans come here and what impact did it have on Britain? Boudicca and the resistance	When and where was this early civilisation? Achievements: farming & irrigation, architecture & building and communication
Y3 Prior learning	EYFS & KS1 Developing knowledge of 'the past' as a concept Y1 T2 Geography The Four Countries of the UK Y2 T1 Geography What is it like in different areas of the UK? Y2 T2 Geography What is the World? (Knowledge of continents and oceans)	Y2 T2 Geography What is the World? (Knowledge of continents and oceans) Y3 T1 History Changes in Britain from Stone Age to the Iron Age Y3 T1 Geography Mapping Europe (*knowledge of countries in Europe)	Y2 T2 Geography What is the World? (Knowledge of continents and oceans) Y3 T1 History Changes in Britain from Stone Age to the Iron Age Y3 T3 Where does the River stour Flow? (Includes comparison to the Nile)
Year 4	A Local History Study The Victorians and the Impact of the Industrial Revolution	Britain's Settlements by Anglo-Saxons and Scots	The Vikings Struggle for the Kingdom of England
	How have jobs changed over time in the local area? Farming & settlements, industrialisation, retail & business. What has the local and national impact been of the Industrial revolution?	Why did the Romans leave and what happened to their Empire? Why did the Scots & Anglo-Saxons invade? What impact did it have on life in Britain?	Why did the Vikings invade and who resisted them? What was Danegeld and why was it significant? Who was Edward the Confessor?
Y4 Prior learning	Y2 T1 history Significant Events in My Locality/Changes within Living Memory Y2 T3 history: The Lives of Significant Individuals (Queen Victoria)	Y3 T2 History: The Roman Empire and its Impact on Britain	Y2 T2 Geography What is the World? (Knowledge of continents and oceans) Y3 T1 Geography Mapping Europe (*knowledge of countries in Europe) Y4 T1 History Britain's Settlements by Anglo-Saxons and Scots



Withymoor Primary School History Programme of Study

Year 5	A study of an Aspect of British History The Changing Power of Monarchs	A Study of Theme in British History Crime & Punishment	The Achievements of Early Civilisations Ancient Greece
	The start of the era of the Tudors and the Battle of Bosworth, Henry VIII and Elizabeth I	Compare crimes and punishments from the Anglo-Saxon period to now	Their achievements and influence of the western world. Olympics, Democracy and The Arts
Y5 Prior learning	Y2 T3 history: The Lives of Significant Individuals (Queen Victoria - monarch) Y3 T2 The Roman empire and its Impact on Britain (invasion, rulers) Y4 T2 & T3 Anglo Saxons, Scots & Viking (changing power of Kings)	Y4 T2 & T3 Anglo Saxons, Scots & Viking (changing power of Kings) Y5 T1 A Study of an Aspect of British History, The changing Power of Monarchs(Tudors)	Y2 T2 Geography What is the World? (Knowledge of continents and oceans) Y3 T1 Geography Mapping Europe (*knowledge of countries in Europe) Y3 T3 The Achievements of Early Civilisations - Ancient Egypt
Year 6	A study of an Aspect of British History The Battle of Britain	History of a Non-European Society Study Early Islamic Civilisation	A Local History Study The Foley Family
	When did this occur? Why did it occur? Why was it a significant turning point?	Compare aspects of life from early Islamic civilisations and compare it to British history at the time. Cities, beliefs, education and society roles.	Their family history and impact on the local area and the role played by Major Frank Foley during WW2
Y6 Prior learning	Y2 T2 Geography What is the World? (Knowledge of continents and oceans) Y3 T1 Geography Mapping Europe (*knowledge of countries in Europe)	Y2 T2 Geography What is the World? (Knowledge of continents and oceans) Y3 T1 Geography Mapping Europe (*knowledge of countries in Europe) Y3 T3 The Achievements of Early Civilisations - Ancient Egypt Y5 T3 History The Achievements of Early Civilisations - Ancient Greece	Y1 T1 Geography : Local area knowledge Y1 T3 History Significant Places in My Locality/Changes Within Living Memory Y2 T2 History Significant People in My Locality- Ernest Stevens & The Bournville Brothers Y6 History A study of an Aspect of British History The Battle of Britain



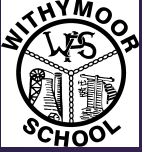
History Progression

Key Concept	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Investigate and Interpret the past	<ul style="list-style-type: none">• Observe or handle evidence to ask questions and find answers to questions about the past.• Ask questions such as: What was it like for people? What happened? How long ago?• Use artefacts, pictures, stories, online sources and databases to find out about the past.• Identify some of the different ways the past has been represented.	<ul style="list-style-type: none">• Use evidence to ask questions and find answers to questions about the past.• Suggest suitable sources of evidence for historical enquiries.• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.• Suggest causes and consequences of some of the main events and changes in history.	<ul style="list-style-type: none">• Use sources of evidence to deduce information about the past.• Select suitable sources of evidence, giving reasons for choices.• Use sources of information to form testable hypotheses about the past.• Seek out and analyse a wide range of evidence in order to justify claims about the past.• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.• Understand that no single source of evidence gives the full answer to questions about the past.• Refine lines of enquiry as appropriate.



History Progression

Key Concept	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<p>Build an overview of world history.</p>	<ul style="list-style-type: none"> Describe historical events. Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did. 	<ul style="list-style-type: none"> Describe changes that have happened in the locality of the school throughout history. Give a broad overview of life in Britain from ancient until medieval times. Compare some of the times studied with those of other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<ul style="list-style-type: none"> Identify continuity and change in the history of the locality of the school. Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. Compare some of the times studied with those of the other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children



History Progression

Key Concept	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Understand Chronology	<ul style="list-style-type: none">Place events and artefacts in order on a timeline.Label timelines with words or phrases such as: past, present, older and newer.Recount changes that have occurred in their own lives. Use dates where appropriate	<ul style="list-style-type: none">Place events, artefacts and historical figures on a timeline using dates.Understand the concept of change over time, representing this, along with evidence, on a timeline.Use dates and terms to describe events.	<ul style="list-style-type: none">Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).Identify periods of rapid change in history and contrast them with times of relatively little change.Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.Use dates and terms accurately in describing events.



History Progression

Key Concept	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Communicate Historically	<ul style="list-style-type: none">• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.• Show an understanding of the concept of nation and a nation's history.• Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.	<ul style="list-style-type: none">• Use appropriate historical vocabulary to communicate, including:<ul style="list-style-type: none">o dateso time periodo erao changeo chronology.• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.	<ul style="list-style-type: none">• Use appropriate historical vocabulary to communicate, including:<ul style="list-style-type: none">o dateso time periodo erao chronologyo continuityo changeo centuryo decadeo legacy.• Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.• Use original ways to present information and ideas.

Equality of Provision and Inclusion

Teachers ensure that the classroom is an inclusive environment in which pupils feel all contributions are valued and positive steps are taken to allow all pupils to participate. Teaching is responsive to pupil's different learning styles and takes account of their experiences and starting points, in order to engage all pupils. Pupil grouping in the classroom is planned and varied. Teaching styles include collaborative learning so that pupils appreciate the value of working together. All pupils are encouraged to question, discuss and collaborate in problem solving tasks. Teachers challenge stereotypes and foster pupil's critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities. Resources and displays reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes across the curriculum. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school.

Equality of Provision and Inclusion

The curriculum at our school is planned, organised and taught in ways which are compatible with the Equality Act 2010 and school's Equal Opportunities Policy. As a school we will take reasonable and necessary steps to ensure that all children can access a broad and balanced curriculum. This includes ensuring that the environment is accessible as well as lesson content. In some instances, we may consult with external agencies for advice to meet the needs of some children to ensure that they are able to participate in all lessons across the curriculum. A wide variety of strategies are used to ensure that teaching meets the needs of different groups of pupils including those that are more-able, those identified with special educational needs, and those from different ethnic or gender groups. These include:

Differentiating Lessons by:

- Using a range of differentiated resources. Providing differentiated tasks where appropriate. Differentiating questions.
- Using a range of groupings within the class to teach children and support them.
- The amount of adult support that is given and adapting this as necessary.

Effective Lesson Planning and Management

- Setting clear objectives that are understood by each pupil.
- Presenting work in small achievable steps.
- Planning varied activities that motivate pupils and providing alternative activities where needed.
- Creating an atmosphere of encouragement and providing opportunities for pupils to achieve success.
- Identifying the most suitable pace for each student in order to provide sufficient individual challenge whilst fostering enthusiasm and facilitating concentration.
- Involving pupils in taking responsibility for their own learning and encouraging them to develop effective study skills.
- Providing deepening activities for students.

The Appropriate Deployment of Resources

- Analysing the suitability of resources and developing additional resources where necessary.
- Ensuring that teaching assistants and support staff are effectively deployed.
- Considering how specialist equipment, including I.T, can be of help and motivation to pupils.
- Careful assessment and monitoring. Using pupil's records and day to day achievements in music to support planning.
- Carefully monitoring pupils' progress to ensure that success is built upon.
- Providing regular feedback to pupils on progress and actively involve pupils in the assessment.