

## CURRICULUM INTENTION



At Welton Primary School we aim to provide a **metacognitively ambitious curriculum**, driven to **challenge stereotypes**, based around the **locality of the Humber** region that meets the **bespoke needs** of our children.

*We aim to provide first-hand experiences that will stimulate enquiring, imaginative and creative minds which will widen the knowledge and skills required to deepen learning across all areas of the curriculum.*

## INTENT OF THE HISTORY CURRICULUM


The intent of the History Curriculum:

At Welton Primary School we aim to inspire children to become curious about the past. They will develop **knowledge and understanding** of Britain's past, based in our **locality**, if possible, and that of the **wider world**. At Welton Primary School the children will **develop an understanding** of our core concepts: empire, invasion, monarchy, trade, technology, society and settlement which all weave through our whole school history curriculum. Our children will gain an understanding of **chronology**, make **connections** between different periods of time and find out about the **lives and impact** of significant people that challenge stereotypes and raise the aspirations of our children.

## HISTORY KNOWLEDGE AND SKILLS

To ensure that all pupils:

- Know and understand history as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have changed the nation and how Britain has influenced and been influenced by the wider world.
- Know and understand significant aspect of history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- Gain and deploy a historically grounded understanding of our historical concepts: empire, invasion, monarchy, trade, technology, society and settlement.
- Understand historical concepts such as continuity and change, cause and consequence, similarity and difference and use them to make connections, draw contrasts, analyse trends, pose historically valid questions and create their own structured accounts, including written accounts and analyses.
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short-term and long-term timescales

TEACHING SEQUENCE OF HISTORY	
<b>Big picture:</b> Placing of the History being studied in the chronological context of previous learning.	
<b>Review:</b> Brief review of learning covered in previous lesson/s	
<b>Historical Vocabulary:</b> Specify key subject content and specific vocabulary to be used and its meaning	
<b>Historical Enquiry:</b> Conduct valid historical enquiry using a variety of sources and / or artefacts Interpret their findings	
<b>Knowledge and Understanding:</b> Historical knowledge ( <i>of people, events, situations and developments</i> ) and understanding ( <i>of evidence, interpretations, cause, change, similarity/ difference and significance</i> ) appropriately  <i>‘Now knowledge’ will relate to the particular period and issue being studied while reinforcing knowledge from earlier work as appropriate to strengthen the ‘hereafter’ knowledge.</i>	
<b>Communication:</b> Organise and communicate findings, using an understanding of history to help decide how to organise and present ideas effectively.	
<b>Evaluation:</b> Evaluate their learning and compare with other historical periods studied as appropriate.	
ASSESSMENT	
<p>By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programmes of study below.</p> <p><b>Key Stage 1</b> Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p><b>Key Stage 2</b> Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>	

## FOUNDATION STAGE HISTORY

During the Early Years Foundation Stage children will develop their historical understanding throughout the year as part of story-based projects. A large emphasis is placed upon developing children's vocabulary through texts and first-hand experiences. This will begin with exploring the concept of the past using recent events from their own lives e.g., when they visited school on transition visits. As the year progresses children will investigate changes, figures and events beyond their own lifetime. They will be able to explore a range of historical artifacts, use a variety of texts and go on an educational visit to develop their understanding of the past. This will provide opportunities discuss how familiar things have changed over time e.g., transport, household objects in a range of contexts and in relation to both core stories and the children's own interests. The development of these enquiry skills will prepare children for learning about key historical changes, figures and events as they progress onto the National Curriculum in Year 1.

### **Early Years Foundation Stage Framework (2021)**

#### **Educational Programmes: Understanding the World**

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increase their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

#### **Early Learning Goal: Past and Present**

Children at the expected level of development will:

- Talk about the lives of the 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.



HISTORY		
Key Stage 1		
Knowledge and understanding of British History		
<b>Year 1: First in Space</b> <i>The lives of significant individuals in the past who have contributed to national and international achievements.</i> <i>Changes within living memory, where appropriate, these changes should be used to reveal aspects of change in national life.</i>		
<b>Year 2: Victorian Childhood and Schooling</b> <i>Changes within living memory, where appropriate, these changes should be used to reveal aspects of change in national life.</i> <i>Significant historical events, people and places in their own locality</i>		
Knowledge and understanding of wider world History		
<b>Year 2: Victoria Becomes Queen</b> <i>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 Queen Victoria and Queen Elizabeth II</i> <i>Events Beyond Living Memory that are significant nationally or globally – compared to aspects of life in different periods</i>		
<b>Year 2: From Orphan to Hero</b> <i>Lives of significant individuals in the past who have contributed to national and international achievements.</i>		
Local History		
<b>Year 1: The life of my Grandparents</b> <i>Changes within living memory</i> <i>Significant historical events, people and places in their own locality</i>		
<b>Year 1: Firsts in Flight</b> <i>Events beyond living memory that are significant nationally or globally</i> <i>Significant historical events, people and places in their own locality</i>		
	Year 1	Year 2
<b>Chronological Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>Develop, then demonstrate an awareness of the past using common words and phrases relating to the passing of time e.g., A long time ago..., <i>before I was born...</i></li> <li>Begin to show where people and events fit into a broad chronological framework.</li> </ul>	<p>within living memory Develop, then demonstrate an awareness of the past using common words and phrases relating to the passing of time <i>E.g. A long time ago, recently, when my..... were younger, years decades, centuries</i></p> <ul style="list-style-type: none"> <li>Show where people and familiar events fit into a broad chronological framework.</li> <li>Begin to use dates</li> </ul>

	<ul style="list-style-type: none"> <li>Begin to identify similarities and differences between ways of life – <i>E.g. own lives and that of parents and grandparents</i></li> </ul>	<ul style="list-style-type: none"> <li>Identify similarities and differences between ways of life in different periods</li> </ul>
<b>Historical Terms</b>	<ul style="list-style-type: none"> <li>Develop a bank of historical terms and topic specific vocabulary which they should be able to demonstrate an understanding of and use in context</li> <li>Use a wide vocabulary of everyday historical terms <i>E.g., artefact, legacy</i></li> </ul>	<ul style="list-style-type: none"> <li>Develop a bank of historical terms and topic specific vocabulary which they should be able to demonstrate an understanding of and use in context</li> <li>Use a wide vocabulary of everyday historical terms <i>E.g., Empire, source, continuity</i></li> </ul>
<b>Historical Enquiry</b> – <i>using evidence and communicating ideas</i>	<ul style="list-style-type: none"> <li>Be curious about people and understand some ways we find out about the past (e.g., pictures, stories, films, songs, museum displays etc...)</li> <li>identify different ways in which the past is represented</li> <li>Ask and answer questions, choosing and using stories and other sources – e.g. what was it like for people? What happened? How long ago?</li> <li>Explain our own knowledge and understanding of the past and choose and use parts of stories and other sources to show understanding of events.</li> <li>Communicate understanding of the past in a variety of ways e.g., captions, drawings/ artwork, written work, drama etc.</li> </ul>	<ul style="list-style-type: none"> <li>Understand and have experience of some ways we find out about the past e.g., artefacts, images, films, songs, computers, museum displays etc...</li> <li>Ask and answer questions, choosing and using stories and other sources <i>E.g., What was it like for people? What happened? How did it change?</i></li> <li>Choose and use parts of stories and other sources to show understanding of the past.</li> <li>Communicate understanding of the past in a variety of ways e.g., captions, drawings/ artwork, written work, drama etc...</li> </ul>
<b>Interpretations of History</b>	<ul style="list-style-type: none"> <li>Begin to identify different ways in which the past is represented</li> </ul>	<ul style="list-style-type: none"> <li>Identify different ways in which the past is represented</li> </ul>
<b>Continuity and Change</b> – <i>in and between periods</i>	<ul style="list-style-type: none"> <li>Look at similarities, differences, patterns and change</li> <li>Discuss change and continuity in an aspect of life – <i>E.g., How has travelling to / knowledge of space changed as a result of Neil Armstrong's influence?</i></li> </ul>	<ul style="list-style-type: none"> <li>Discuss change and continuity <i>E.g., How did the country, world and Welton change during Queen Victoria's reign...?</i></li> <li>Look closely at similarities, differences, patterns and change</li> </ul>
<b>Cause and Consequence</b>	<ul style="list-style-type: none"> <li>Recognise why people did things and why some events happened <i>E.g. Why did people write letters and not use text messages?</i></li> </ul>	<ul style="list-style-type: none"> <li>Recognise why people did things <i>-E.g., Why did Walter Tull become a soldier?</i></li> <li>Recognise why some events happened</li> </ul>

	<ul style="list-style-type: none"> <li>Recognise what happened as a result of people's actions and events?</li> </ul>	<ul style="list-style-type: none"> <li>– <i>E.g., Why did our country go to war?</i></li> <li>Recognise what happened as a result of people's actions and events?</li> <li>– <i>E.g. What made Walter Tull's life significant in history?</i></li> </ul>
<b>Similarity and Difference</b> <i>-within a period / situation</i>	<ul style="list-style-type: none"> <li>Know about similarities and differences between ourselves and others, and among families, communities and traditions</li> </ul>	<ul style="list-style-type: none"> <li>Identify similarities and differences between ways of life in different periods, including in their own lives</li> <li><i>E.g., How has Welton School changed from the Victorian era to present day?</i></li> </ul>
<b>Significance</b>	<ul style="list-style-type: none"> <li>Recognise and make simple observations about who was important in an historical event e.g., talk about who was important and why.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and make simple observations about who was important in an historical event e.g., talk about who was important and why</li> </ul>

## HISTORY

### Lower Key Stage 2

#### Knowledge and understanding of British and Local History

##### Year 3: **Changes in Britain from the Stone Age to Iron Age**

*Local- (Paris Tribe –Iron Age, The Ferriby Three Boats)*

*Changes in Britain from the Stone Age to the Iron Age*

##### Year 3: **Britain's Settlements by Anglo- Saxons**

*Local- (Humber River as Boundary, King Offal , King Aldrith )*

##### Year 4: **Vikings and Anglo- Saxons struggle for England**

*Viking and Anglo -Saxon struggle for the Kingdom of England to the time of Edward the Confessor*

#### Knowledge and understanding of wider world history

Taught in Year 5 & 6

#### Local History

##### Year 3: **Roman impact on Britain and our locality**

*The Roman Empire and its impact on Britain*

*Local-(Brough on Humber, Peturia Fort, Brantingham Villa)*

##### Year 4: **Legacy of the Vikings and Anglo Saxons**

*The legacies which the Vikings and Anglo- Saxons have left behind.*

*Anglo-Saxon laws and justice*

*Local- (York)*

##### Year 4: **History of Flight**

*A study over time tracing how several aspects of national history are reflected in the locality*

*A local historical study.*

#### Year 3

#### Year 4

#### Chronological Knowledge and Understanding

- Develop increasingly secure chronological knowledge and understanding of history, local, British and world.
- Put events, people, places and artefacts on a timeline.
- Use correct terminology to describe events in the past

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- Put events, people, places and artefacts on a timeline.
- Use correct terminology to describe events in the past



<b>Historical Terms</b>	<ul style="list-style-type: none"> <li>Develop the appropriate use of historical terms</li> </ul>	<ul style="list-style-type: none"> <li>Develop a bank of historical terms and topic specific vocabulary which they should be able to demonstrate an understanding of and use in context.</li> </ul>
<b>Historical Enquiry</b> – <i>using evidence and communicating ideas</i>	<ul style="list-style-type: none"> <li>Ask and answer questions about the past considering aspects of change, cause, similarity and difference and significance.</li> <li>Suggest where we might find answers to questions considering a range of sources.</li> <li>Understand that knowledge about the past is constructed from a variety of sources.</li> <li>Construct and organise responses by selecting relevant historical data</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer questions about the past considering aspects of change, cause, similarity and difference and significance.</li> <li>Suggest where we might find answers to questions considering a range of sources.</li> <li>Understand that knowledge about the past is constructed from a variety of sources.</li> <li>Construct and organise responses by selecting relevant historical data.</li> </ul>
<b>Interpretations of History</b>	<ul style="list-style-type: none"> <li>Be aware that different versions of the past may exist and begin to suggest reasons for this. <i>E.g., Look at a range of sources, images, stories, film clips, archaeological finds etc and identify that some sources – e.g., photographs are reconstructions. How reliable are these?</i></li> </ul>	<ul style="list-style-type: none"> <li>Be aware that different versions of the past may exist and begin to suggest reasons for this <i>E.g., Look at a range of local sources, images, local stories, film clips etc. and identify that some sources – e.g., local stories may vary from personal perspectives</i></li> </ul>
<b>Continuity and Change</b> – <i>in and between periods</i>	<ul style="list-style-type: none"> <li>Describe and begin to make links between main events, situations and changes within and across different periods and societies</li> </ul>	<ul style="list-style-type: none"> <li>Describe and begin to make links between main events, situations and changes within different periods and societies</li> </ul>
<b>Cause and Consequence</b>	<ul style="list-style-type: none"> <li>Identify and give reasons for historical events and changes</li> <li>Identify some of the results of historical events and changes <i>E.g., Explain why Hadrian's Wall was built? Why is so much remaining?</i></li> </ul>	<ul style="list-style-type: none"> <li>Identify and give reasons for historical events, situations and changes</li> <li>Identify some of the results of historical events, situations and changes</li> </ul>
<b>Similarity and Difference</b> – <i>within a period / situation</i>	<ul style="list-style-type: none"> <li>Describe some of the similarities and differences between different periods e.g., social, belief, local and individual.</li> </ul>	<ul style="list-style-type: none"> <li>Describe some of the similarities and differences between different periods e.g., social, belief, local and individual. <i>E.g., social, belief, local, individual – look at significant individuals such as Amy Johnson – studied in Year 2</i></li> </ul>



<b>Significance</b>	<ul style="list-style-type: none"> <li>Identify and begin to describe historically significant events in situations. <i>E.g., Look at locality of Welton. Where there any stone age settlements in or near Welton? Do we think Stone Age people would have lived here? What reasons do we have to support our ideas? Where would the people have been most likely to settle? Near the river? Why?</i></li> </ul>	<ul style="list-style-type: none"> <li>Identify and begin to describe historically significant events in situations. <i>E.g., begin to know the about how the Vikings influenced the local area – e.g., York. Why is this such a major Viking stronghold. How do we know so much about the Vikings living there?</i></li> </ul>
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## HISTORY

### Upper Key Stage 2

#### Knowledge and understanding of British and Local History

##### Year 6: **Victorian Era/Disease/Medicine**

*A study of an aspect on British History that extends pupils' chronological knowledge beyond 1066 – Medicine advances during the Victorian Era  
Local (Mary Murdock)*

##### Year 6: **Monarchy and Empire –WWII a turning point in British History**

*A study of an aspect on British History that extends pupils' chronological knowledge beyond 1066 - Changes in the power of the monarch (Queen Victoria case study)*

#### Knowledge and understanding of wider world history

##### Year 5: **Mayan Life –Contrast to Stone Age**

*A non-European society that provides contrast with British history - Mayan civilisation AD900*

##### Year 5: **Ancient Greeks**

*Ancient Greece - a study of Greek life and achievements and their influence on the western world-Democracy Theme*

##### Year 5: **Indus Valley**

*An overview of where and when the first civilizations appeared and a depth study. Review of Indus Period in relation to Bronze Age, Mayan and Ancient Greeks*

#### A Local History Study

##### Year 6: **Slavery / William Wilberforce**

*A study of an aspect on British History that extends pupils' chronological knowledge beyond 1066 - A significant turning point in British history*

#### Year 5

#### Year 6

	Year 5	Year 6
<b>Chronological Knowledge and Understanding</b>	Use greater depth and range of knowledge to: <ul style="list-style-type: none"> <li>Develop increasingly secure chronological knowledge and understanding of history, local, British and world.</li> <li>Put events, people, places and artefacts on a timeline.</li> <li>Use correct terminology to describe events in the past.</li> </ul>	Use greater depth and range of knowledge to: <ul style="list-style-type: none"> <li>Develop increasingly secure chronological knowledge and understanding of history, local, British and world.</li> <li>Put events, people, places and artefacts on a timeline.</li> <li>Use correct terminology to describe events in the past.</li> </ul>
<b>Historical Terms</b>	<ul style="list-style-type: none"> <li>Develop the appropriate use of historical terms</li> </ul>	<ul style="list-style-type: none"> <li>Develop the appropriate use of historical terms</li> </ul>
<b>Historical Enquiry</b>	<ul style="list-style-type: none"> <li>Devise, ask and answer more complex questions about the past, considering key concepts in history.</li> <li>Select sources independently and give reasons for choices. Analyse a range of source material to promote evidence about the past.</li> </ul>	<ul style="list-style-type: none"> <li>Devise, ask and answer more complex questions about the past, considering key concepts in history.</li> <li>Select sources independently and give precise reasons for choices.</li> </ul>

<b>– using evidence and communicating ideas</b>	<ul style="list-style-type: none"> <li>Construct and organise response by selecting and organising relevant historical data.</li> </ul>	<ul style="list-style-type: none"> <li>Analyse a range of source material to promote secure evidence about the past.</li> <li>Construct and organise response by selecting and organising relevant historical data.</li> </ul>
<b>Interpretations of History</b>	<ul style="list-style-type: none"> <li>Understand that the past is represented and interpreted in different ways and give reasons for this</li> </ul>	<ul style="list-style-type: none"> <li>Understand that the past is represented and interpreted in different ways and give reasons for this</li> </ul>
<b>Continuity and Change</b> <b>– in and between periods</b>	<ul style="list-style-type: none"> <li>Use a greater depth of historical knowledge to describe and make links between main events, situations and changes within different periods and societies.</li> </ul>	<ul style="list-style-type: none"> <li>Use a greater depth of historical knowledge to describe and begin to make links between main events, situations and changes within different periods and societies.</li> </ul>
<b>Cause and Consequence</b>	<ul style="list-style-type: none"> <li>Begin to offer explanations about why people in the past acted the way they did.</li> <li>Identify and give reasons for, results of, historical events, situations and changes</li> </ul>	<ul style="list-style-type: none"> <li>Offer explanations about why people in the past acted the way they did.</li> <li>Identify and give reasons for, results of, historical events, situations and changes</li> </ul>
<b>Similarity and Difference</b> <b>-within a period / situation</b>	<ul style="list-style-type: none"> <li>Identify and begin to describe social, cultural, religious and ethnic diversity in Britain and the wider world.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and begin to describe social, cultural, religious and ethnic diversity in Britain and the wider world.</li> </ul>
<b>Significance</b>	<ul style="list-style-type: none"> <li>Give reasons why some events, people or developments are seen as more significant than others.</li> </ul>	<ul style="list-style-type: none"> <li>Give reasons why some events, people or developments are seen as more significant than others.</li> </ul>