



Whitley Village School



Whole School Long-Term Rolling Programme

Overview

Curriculum Intent

At Whitley Village School, our History curriculum is designed to ignite children's curiosity about the past. We are determined that alongside historical knowledge there will be a high focus on the development of specific historical skills. We believe that a high quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupil's curiosity to know more about the past and how it has shaped their present day lives. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups as well as their own identity and the challenges of their time.

History Knowledge and Skills Progression

Progression in history involves developing **historical perspective** through ...

- wider, more detailed and chronologically secure knowledge
- sharper methods of enquiry and communication
- deeper understanding of more complex issues and of abstract ideas
- closer integration of history's key concepts (see section 5 below *)
- greater independence in applying all these qualities

Specific knowledge will be identified in schemes of work

	Reception	Developed by the end of KS1	Developed by the end of KS2
1. Chronological knowledge / understanding (including characteristic features of periods)	<ul style="list-style-type: none"> • Use everyday language related to time • Order and sequence familiar events • Describe main story settings, events and principal characters. • Talk about past and present events in their own lives and in lives of family members. 	<ul style="list-style-type: none"> • Develop an awareness of the past • Use common words and phrases relating to the passing of time • Know where all people/events studied fit into a chronological framework • Identify similarities / differences between periods 	<ul style="list-style-type: none"> • Continue to develop chronologically secure knowledge of history • Establish clear narratives within and across periods studied • Note connections, contrasts and trends over time
2. Historical terms eg empire, peasant	<ul style="list-style-type: none"> • Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words. 	<ul style="list-style-type: none"> • Use a wide vocabulary of everyday historical terms 	<ul style="list-style-type: none"> • Develop the appropriate use of historical terms
3. Historical enquiry - Using evidence / Communicating ideas	<ul style="list-style-type: none"> • Be curious about people and show interest in stories • Answer 'how' and 'why' questions ... in response to stories or events. • Explain own knowledge and understanding, and asks appropriate questions. • Know that information can be retrieved from books and computers • Record, using marks they can interpret and explain 	<ul style="list-style-type: none"> • Ask and answer questions * • Understand some ways we find out about the past • Choose and use parts of stories and other sources to show understanding (of concepts in part 5 below) 	<ul style="list-style-type: none"> • Regularly address and sometimes devise historically valid questions * • Understand how knowledge of the past is constructed from a range of sources • Construct informed responses by ... • Selecting and organising relevant historical information
4. Interpretations of history		<ul style="list-style-type: none"> • Identify different ways in which the past is represented 	<ul style="list-style-type: none"> • Understand that different versions of the past may exist, giving some reasons for this
5a. Continuity and change in and between periods	<ul style="list-style-type: none"> • Look closely at similarities, differences, patterns and change • Develop understanding of growth, decay and changes over time 	<ul style="list-style-type: none"> • Identify similarities / differences between ways of life at different times 	<ul style="list-style-type: none"> • Describe / make links between main events, situations and changes within and across different periods/societies
5b. Cause and consequence	<ul style="list-style-type: none"> • Question why things happen and give explanations 	<ul style="list-style-type: none"> • Recognise why people did things, why events happened and what happened as a result 	<ul style="list-style-type: none"> • Identify and give reasons for, results of, historical events, situations, changes
5c. Similarity / Difference within a period/situation (diversity)	<ul style="list-style-type: none"> • Know about similarities and differences between themselves and others, and among families, communities and traditions 	<ul style="list-style-type: none"> • Make simple observations about different types of people, events, beliefs within a society 	<ul style="list-style-type: none"> • Describe social, cultural, religious and ethnic diversity in Britain & the wider world
5d. Significance of events / people	<ul style="list-style-type: none"> • Recognise and describe special times or events for family or friends 	<ul style="list-style-type: none"> • Talk about who was important eg in a simple historical account 	<ul style="list-style-type: none"> • Identify historically significant people and events in situations

Year 1

	Autumn Term	Spring Term	Summer Term
Year 1	<p>What is remembrance Sunday?</p> <p>Events beyond living memory that are significant nationally or globally.</p> <p><u>WRITING FOCUS – Labels, lists, captions.</u></p>	<p>Do we play with the same toys as our Grandparents?</p> <p>Changes within living memory.</p> <p><u>WRITING FOCUS – Instructions.</u></p>	<p>Should we call Grace O'Malley a pirate?</p> <p>The life of a significant individual in the past who have contributed to national and international achievements.</p> <p><u>WRITING FOCUS – Non-chronological report.</u></p>

Year 2/3/4 - Class 2

	Autumn Term	Spring Term	Summer Term
Year 2/3/4 Rolling Programme A	<p>Who were the Romans and what did they do?</p> <p>The Roman Empire and its impact on Britain.</p> <p><u>WRITING FOCUS – Chronological Reports.</u></p>	<p>Who were the Elizabethans?</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p><u>WRITING FOCUS – Explanation Text</u></p>	<p>Who was Walter Tull?</p> <p>The life of a significant individual in the past who have contributed to national and international achievements. Use this to make comparisons with different periods in time.</p> <p><u>WRITING FOCUS – Information Text</u></p>

<p>Year 2/3/4</p> <p>Rolling Programme B</p>	<p>A local history study (KS2)</p> <p>Significant historical events, people and places in their own locality. (KS1)</p> <p>This could include:</p> <ul style="list-style-type: none"> • a depth study linked to one of the British areas of study listed above • a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) • a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. <p><u>WRITING FOCUS – Chronological Reports</u></p>	<p>Would you like to attend school in the past?</p> <p>Changes within living memory - where appropriate, these should be used to reveal aspects of change in national life.</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p><u>WRITING FOCUS – Information Text</u></p>	<p>What was the Great Fire of London?</p> <p>Pupils should be taught about events beyond living memory that are significant nationally or globally.</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p><u>WRITING FOCUS – Explanation Text</u></p>
<p>Year 2/3/4</p> <p>Rolling Programme C</p>	<p>Why is Rosa Parks significant?</p> <p>The life of a significant individual in the past who have contributed to national and international achievements. Use this to make comparisons with different periods in time.</p> <p><u>WRITING FOCUS – Chronological Reports</u></p>	<p>What happened to the Titanic?</p> <p>Study of an event from British history beyond living memory that are significant nationally or globally.</p> <p><u>WRITING FOCUS – Information Text</u></p>	<p>Who were the Georgians?</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p><u>WRITING FOCUS – Explanation Text</u></p>

Year 4/5/6 -Class 3

	<i>Autumn Term</i>	<i>Spring Term</i>	<i>Summer Term</i>
Year 4/5/6 Rolling Programme A	<p>How did Britain change from the Stone Age to the Iron Age?</p> <p>Changes in Britain from the Stone Age to the Iron Age.</p> <p><u>WRITING FOCUS-Biographies</u></p>	<p>Who were the Anglo Saxons and Scots?</p> <p>Britain's settlement by Anglo-Saxons and Scots.</p> <p><u>WRITING FOCUS-Persuasion</u></p>	<p>A local history study</p> <p>This could include:</p> <ul style="list-style-type: none"> a depth study linked to one of the British areas of study listed above a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. <p><u>WRITING FOCUS – Letters (formal and informal)</u></p>
Year 4/5/6 Rolling Programme B	<p>What can we learn about Mayan Civilisation?</p> <p>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</p> <p><u>WRITING FOCUS – Letters (formal and informal)</u></p>	<p>Who was Napoleon? Waterloo and the age of revolutions.</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p><u>WRITING FOCUS-Biographies</u></p>	<p>What can we find out about The Greeks?</p> <p>A study of an aspect of Greek life and achievements and their influence on the western world.</p> <p><u>WRITING FOCUS-Persuasion</u></p>
Year 4/5/6 Rolling Programme C	<p>Who were the Ancient Egyptians?</p> <p>Pupils should be taught about: 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 Egypt.</p> <p>WRITING FOCUS-explanation and instructions</p> <p><u>WRITING FOCUS-Persuasion</u></p>	<p>Why was there a struggle for The Kingdom of England?</p> <p>The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor.</p> <p><u>WRITING FOCUS – Letters (formal and informal)</u></p>	<p>What has WW2 and The Blitz taught us?</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p><u>WRITING FOCUS-Biographies</u></p>

