

Whinfield Primary School - Long Term Plan for History

Intent:	<p>Whinfield Primary school aims to foster children who are interested in and value learning about history. It aims to equip pupils with a high-quality history education to help them gain a coherent knowledge and understanding of Britain's past and that of the wider world. Our teaching aims to inspire pupils' curiosity to know more about the past, equipping them to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.</p> <p>The teaching of history at Whinfield promotes the pupil's understanding of the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as allowing them to explore and reflect on their own identity and the challenges of their time. So, they learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today.</p> <p>The approach we use at Whinfield has been planned and sequenced to develop children's understanding of history. The curriculum has been reviewed in light of the context of the children at Whinfield Primary School and what is important to our children. Staff have been consulted in regard to the adaptations needed post COVID. All staff are aware of how the curriculum in history is sequenced and is progressive from lower school to upper school. Disadvantaged and SEND pupils have equality of access and opportunity.</p> <p>At Whinfield, through our curriculum, we aim to provide all children with the opportunity to:</p> <ul style="list-style-type: none">• develop an interest in the past and develop an understanding that enables them to enjoy all that history has to offer;• to know and understand the history of UK as a coherent, chronological narrative, how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world• to know and understand how the British system of democratic government has developed and, in so doing, to contribute to a child's citizenship education• to have some knowledge and understanding of historical development in the wider world• to develop in children the skills of enquiry, investigation, analysis, evaluation and presentation so that children can discern how and why contrasting arguments and interpretations of the past have been constructed• To develop an understanding of historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their written responses.
Implementation:	<p>History is taught each term with a unit of work spanning half of the term and a geography unit is taught in the other half. The history curriculum is planned with links to the geography curriculum and opportunities for links with other curriculum areas. The history curriculum starts in Year 1 with the children's own experiences and lives before moving to events and people within</p>

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	<p>living memory. In Year 2 the curriculum progresses to events and people beyond living memory that are significant globally or nationally before moving to a chronological sequence in KS2.</p> <p>Chronology and vocabulary learning are an intrinsic part of the history curriculum and the planning ensures progression of knowledge and skills. Each unit has a key question and every lesson has a smaller question to hook the children's interest and provide a focus of enquiry, because children learn best with an enquiry-based approach. Each unit builds on the one before so that the children progress and develop key concepts such as chronology, change, causation and evidence. The units also have a narrow focus so that the children are given the best opportunity to acquire historical skills, knowledge and vocabulary rather than focussing on just acquiring knowledge.</p> <p>History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. There is a clear focus on key vocabulary when addressing new and previous learning. Misconceptions are addressed as teachers check prior knowledge and help children to embed what they know. Effective use of assessment ensures that next steps are accurately planned for. Teachers are consulted as to the order of teaching and adaptations are made to the history curriculum as and when appropriate based on teacher feedback. Reading at an appropriate level is threaded through history lessons as and when appropriate and we recognise and value the importance of stories in history, using them as a way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways and that they should always ask searching questions.</p> <p>In each key stage, where possible, we give children the opportunity to visit sites of historical significance. We also encourage visitors to come into the school and talk about their experiences of events in the past (COVID regulations compliant). History immersion days will take place at Whinfield starting with one in the summer term 2021.</p>
Impact:	<p>The history curriculum is well constructed. Children are taught history in a planned and regular way ensuring they learn all that they need to know in history. Pupils are seen to be knowing more and remembering more so that knowledge is committed to long term memory. Application of skills has improved. Pupils are ready to move onto their next stage of education. Leaders at all levels check how well pupils are doing through lesson visits, work scrutinies and talking to both staff and pupils to ensure pupils are benefitting from the way history is taught in school. Disadvantaged and SEND pupils acquire the knowledge they need in order to move onto the next stage.</p>

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	Autumn	Spring	Summer
Reception	<p>ELG-Past and Present - 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.</p> <p>Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. <u>Family Life</u>- Discussions around their home and members of their family. Know some similarities and differences between in the past and now- growing and changing.</p>	<p>ELG-Past and Present - 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.</p>	<p>ELG-Past and Present - 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.</p>
Key Vocabulary	Now, then, old, new, recent the present, the past, the future, parent, grandparent, great-grandparent, week, day, year, month, before, after, today, yesterday, tomorrow, long ago, clue, memory, lifetime, calendar, who? what? why? materials, plastic, remember.		
Opportunities to involve prior learning	<p>Encourage children to talk about their own home and community life. Ask questions to find out more. Ensure EAL children have the opportunity to express themselves using home language. Arouse awareness of time and memories of living relatives. Introduce vocabulary to enable children to talk about their observations and to ask questions. Help children to notice changes around them. Use appropriate words to help children make distinctions in their observations- old, new, stone, china, plastic etc.</p>	<p>Encourage children to express opinions on traditions and old and new artefacts and give opportunities for them to hear different points of view on life in the past. Encourage the use of words that help children to express opinions, e.g. 'old', 'new'. Use correct terms- artefact. Pose carefully framed open-ended questions, such as "How can we...?" or "What would happen if...?" "Tell me about...?" Encourage children to develop positive relationships with community members, such as older generations who visit school.</p>	<p>Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment. Encourage the use of words that help children to express opinions, e.g. 'busy', 'quiet' and 'pollution'. Use correct terms. Pose carefully framed open-ended questions, such as "How can we...?" or "What would happen if...?" "How do you know...?" "Can you explain...?"</p>

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	<p>Pose carefully framed open-ended questions, such as "How can we...?" or "What would happen if...?"</p> <p>Help children to see the ways in which their cultures and beliefs are similar through time, sharing and discussing experiences.</p> <p>Strengthen the positive impressions children have of their own cultures and faiths, and those of others in their community, by sharing and celebrating a range of practices and special events.</p>	<p>Strengthen the positive impressions children have of their own cultures and faiths, and those of others in their community, by sharing and celebrating a range of practices and special events through time.</p>	<p>Strengthen the positive impressions children have of their own cultures and faiths, and those of others in their community, by sharing and celebrating a range of practices and special events and how these are similar and different from their parents/grandparents.</p>
Year 1	<p>Changes within living memory - I'm Making History</p> <p>How do I find out about me?</p> <ul style="list-style-type: none"> Developing an awareness of the past. ask questions about events, begin to understand some ways we find out about the past. identify similarities and differences between ways of life in different periods. talk about what was important at a particular time. 	<p>Detectives - spot the differences</p> <p>Can I be a History detective?</p> <ul style="list-style-type: none"> Developing an awareness of the past. To begin to use simple dates to show where people and events fit into a basic chronological timeline. Ask questions about sources and artefacts. Begin to understand some ways we find out about the past from objects and photographs 	<p>Who has helped Make History?</p> <p>Why do we remember Beatrix Potter?</p> <ul style="list-style-type: none"> Developing chronological understanding from living to beyond living memory with key terms. Understanding features of rural life in the period. Beginning to think about simultaneous events/people. Using information texts to gather historical knowledge.
Key vocabulary	<p>The past, clues, timeline, date, before, after, memory, photograph, story, source, interview.</p>	<p>Old, new, modern, Victorian, plastic, metal, wooden, hand-made.</p>	<p>Victorian, Edwardian, Twentieth Century, Nineteenth Century. Individual, effect, change. Author, rural, birth certificate, Lake District, home, work, farming, conservation.</p>
Prior learning	<p>School, home, buildings, location, address, land, village, house, land use, town, city, above, below, aerial view, perspective, map, satellite, information, place</p>	<p>Near/far/left/right. Locality, weather, plants, soil, village, town, city house, office, shop, settlement.</p>	<p>Earth, ocean, sea, coast, land, continent, island, United Kingdom, Wales, Ireland, Scotland, England, Northern Ireland, Capital city, London, Edinburgh, Cardiff, Belfast, Dublin. North Sea, Atlantic Ocean, The Channel, Irish Sea.</p>

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			Direction, North, South, East, West. Forest, hill, river, weather, city, coast, country, capital.
Year 2	<p>Why are some places special? NC ref: Significant places in own locality Focus: Thinking about historical significance, using primary sources.</p>	<p>Fantastic Firsts NC ref: events beyond living memory that are significant globally or nationally Focus: Chronology over longer timeframe, comparing events, writing about significance.</p>	<p>All change? Holidays now and then NC ref: Changes within living memory and beyond. Significant places in our own locality. Focus: Identifying and writing about change and its causes. Forming an interpretation, use of primary sources</p>
Key vocabulary	Time, order, chronological, similarities, differences, events, beliefs, present, past, recently, younger, years, decade, century, long ago research, , source, artefact, question, effect, change, consequence, connections, clues, fact, opinion	invention, inventor, significance research, , source, artefact, question, effect, change, consequence, connections, clues, fact, opinion	Holiday, Bank holiday, Leisure , Coast, Transport/ travel, Victorian/ Edwardian, 1950s research, , source, artefact, question, effect, change, consequence, connections, clues, fact, opinion
Prior learning	<p>I'm making History! NC ref: changes within living memory Focus: Chronology (sequence), knowledge of very recent past, use of common words. Asking and answering simple questions.</p>	<p>History detectives - spot the differences! NC Ref: changes within living memory, toys Focus: Use of primary sources, comparing to find similarity and difference, chronology, beginning to explain change and continuity.</p>	<p>Who has helped make History? NC ref: Significant individuals in the past, local significant individuals Focus: use of historical interpretations, chronology over a longer period, thinking about historical significance.</p>
Year 3	<p>Who were Britain's first builders? Children will learn about very early signs of human presence in Britain, hunter- gathers and nomadic lifestyles, the rise of sea level following last ice age cutting off the land bridge to continental land mass; early farming, simple pottery, flint then stone use, important Mesolithic sites, communal burials, early earthworks and monuments including Stonehenge.</p>	<p>Why did the Ancient Egyptians build pyramids? Children will develop an understanding of the achievements of the earliest civilisations. It will enable pupils to follow a depth enquiry about one of the first civilisations. The emphasis is on understanding the implications of the establishment of settled ways of living and what this led to in terms of life, buildings, leaders, creativity and technology.</p>	<p>How have the Greeks shaped my world? This unit of work builds on the work about the Ancient world pupils have undertaken earlier in Y3. It carries forward vocabulary such as settlement, civilisation, leader, and ruler. It introduces core knowledge about government, democracy and decision making that is essential to pupil understanding of later periods as well as life in modern Britain. This unit looks in depth at one of the city states, Athens to look at the key features of life. The unit introduces knowledge relating to conflict in the past via the wars between Athens and Sparta, allowing contrast of way of life at the time. The impact and legacy of the Greeks is looked at in different ways including the actions and impact of Alexander the Great as well as the inventions and new</p>

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			learning of the Ancient Greeks that has been carried forward.
Key vocabulary	Stone age, Iron age, Bronze age, Neolithic, Mesolithic, hunter, gatherer, settlement.	Civilisation, pharaoh, tomb, preserve, mummification, archaeologist.	Democracy, inventions, myths and legends, invade, conquer.
Prior learning	Fantastic Firsts NC ref: events beyond living memory that are significant globally or nationally Focus: Chronology over longer timeframe, comparing events, writing about significance.	Why are some places special? NC ref: Significant places in own locality Focus: Thinking about historical significance, using primary sources.	Fantastic Firsts NC ref: events beyond living memory that are significant globally or nationally Focus: Chronology over longer timeframe, comparing events, writing about significance.
Year 4	Why did the Romans march through County Durham? This unit is divided into 3 sections - invasion, settlement and local Roman history. The children will consider the multiple causes of events and learning also focuses upon using primary sources and developing skills in the handling of historical interpretations.	History: What was daily life like in Roman Britain? - Looking at the key features of daily life in the Roman era.	History: - What happened when the Romans left Britain? - Focusing on the end of Roman rule: invasions and migrations of Angles/ Saxons/ Jutes and the key features of Anglo Saxon life - power, beliefs, farming and conflict with later invaders
Key vocabulary	Civilisation, ancient, kingdom, empire, invasion, settlement, century, decade, primary/secondary source, interpretation, archaeology, artefact, reconstruction, era, Time period, evidence, ancient, modern, archaeology, archaeologist Romans in County Durham - , province, Julius Caesar, Emperor Claudius, baths, mosaic, gladiators, games, senate, towns, baths, roads, amphitheatres, aqueducts, Hadrian's Wall, villa, temple, legion, legionary, soldier, weapon, Eagle standard, chariot, Ancient Rome, Britannia (land of tin), Ancient Briton, Celt, fort, roundhouse	Civilisation, ancient, kingdom, empire, invasion, settlement, century, decade, primary/secondary source, interpretation, archaeology, artefact, reconstruction, era, Time period, evidence, ancient, modern, archaeology, archaeologist Daily life like in Roman Britain - Roman Empire, province, villa, aqueducts, temple, bathhouse, slave, citizen, master, free, forum, hypocaust	Civilisation, ancient, kingdom, empire, invasion, settlement, century, decade, primary/secondary source, interpretation, archaeology, artefact, reconstruction, era, Time period, evidence, ancient, modern, archaeology, archaeologist Britain's settlement by the Anglo Saxons and Scots - Empire, legion, tribe, king, kingdom, churl, thane, bretwalda, Danelaw, Vortigern, Offa, Alfred, Viking, law and order, laws, fines, Woden, Christianity, Augustine, monastery, Bede, Anglo Saxon Chronicle, Lindsifarne Gospels, Saxon,

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			Jute, Angle, Sutton Hoo, Beowulf, farming, village, Mercia, Northumbria, Offa's Dyke.
Prior learning	Iron Age, settlement, tribe. Ideas of invasion.	Romans in Britain in overview, common features of settled life.	Key features of Roman Britain, tribes, settlement, features of farming. Migration and settlement may be terms known by some pupils. Christianity, with some additional local information possibly from the Northern Saints unit or similar.
Year 5	<p>Were the Vikings really vicious?</p> <p>This unit of work has been planned to have a particular focus upon the skills of handling historical interpretations via an overview study of the Vikings. Children will identify features of a particular interpretation of an event/ person and the main message of an interpretation. Pupils will then test an interpretation to see connection with primary sources and then build their own interpretation.</p>	<p>Who was making history in faraway places around the year 1000? (The Mayans)</p> <p>Children will learn about the remarkable achievements of the ancient Maya. Through various activities children will learn about the Maya perspective of time, the calendar system, writing, maths and the environment. In doing so they should see the contrast between their own history and that of the Maya.</p>	<p>A Local Study- Who was Joseph Pease?</p> <p>This unit builds on the local history pupils and links to the geographical knowledge related to the school and Darlington. The choice of a town study and Joseph Pease reflects a particular school's community ethos and links to a local context. The enquiry then broadens into a study of features of the local area and events. By linking local events and people to a wider context, children are encouraged to make connections and enrich their knowledge base. Use of more complex primary sources and oral history materials will build upon work done in KS1 and should expect pupils to ask and answer historical questions and follow a line of enquiry suggested by a source/ aspect of the historic environment.</p>
Key vocabulary	Interpretation, Viking, invade, Representation Raider, settle, Primary source, Invasion	Civilisation, Maya, Mayan, century, millenium, continent, BC/ AD or BCE/ CE, civilisation, Empire, temple, plaza	Chronology - sequencing strategies, overview timeline, century, decade. Concept of significance Key features of local area Work, energy, coal.
Prior learning	Why did the Romans march through County Durham?	What was daily life like in Roman Britain?	What happened when the Romans left Britain?
Year 6	<p>What's in a name?</p> <p>NC Ref: Local History unit - WW1 war memorials</p>	No history unit- preparation for SATs	<u>Having fun in the UK! What's changed since the Romans left?</u>

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	<p>Focus: Chronological security, key features of an ear, use of primary sources, similarity and difference of experience at a point in the past</p> <p><u>Key questions children will answer during the topic:</u> Dangerous moments from the past! When has Britain been under threat? Organising a time line of historical events What's in a name? Looking at different census focusing on one family (Bradford family) What was life like for our research family? Using different sources (primary and secondary to research the Bradford family) How did our family's world change in 1914? Children make predictions from their knowledge of the previous census- research the family again. How were the people of my area involved in WWI? Using the internet to look at how streets in Darlington were affected by the war. Read <i>One boy's War</i>. How should we remember Durham's involvement in WWI? Designing a new memorial for Durham.</p>		<p>NC ref: Aspect or theme since 1066 (Changing life for children).</p> <p>Focus: Chronological security - sequence and duration, key periods and their features, causation and consequences, use of primary sources to evaluate utility, producing own representations of the past.</p> <p><u>Key questions children will answer during the topic:</u> What was going on here? Children to look at a range of pictures representing how people had fun in the past. Can they notice any similarities/differences? What did happen when the Romans left? Children to organise a range of images chronological that represent how people had fun in the past. What can we discover about having fun long ago? Children to research a particular time era from the Romans to present. How did having fun change over the centuries? Children to present their findings to the rest of the class. Did everyone enjoy themselves in the past? Look at the class system. What did having fun look like for the poor/rich.</p>
Key Vocabulary	<p>BC/ AD or BCE/ CE , civilisation, ancient, Kingdom, empire, invasion, settlement, century, decade, society, diversity, Parliament, influence, propaganda, cause and effect, empire, Modern British values, period/era, impact, primary/secondary sources, representation</p> <p>What's in a name - conflict, war, Durham, census, utility, area, identify, source, consequences, memorial, chronology</p> <p>Aspect or Theme since 1066 - Medieval, Tudor, Georgian, Victorian, Twentieth Century, Post war, century , transformation, continuity, change, similarity, difference, leisure, class, technology, pastimes</p>		
Prior learning	<p>I'm making History! Why are some places special? Who were Britain's first builders? Why did the Romans march through County Durham? Were the Vikings really vicious?</p>		<p>Who has helped make History? All change? Holidays now and then How have the Greeks shaped my world? What happened when the Romans left Britain? Joseph Pease</p>