



DISCOVERY CURRICULUM



HISTORY

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A Year 6 pupil curates at the Westfield Museum explaining the techniques used and the functions of Ancient Greek pottery.





History - Intent

At Westfield Primary Academy, we believe 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 pupils' curiosity to know more about the past. 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.

Aims of the History Curriculum

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of Britain as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the 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 abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand 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 own structured accounts, including written narratives 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- and long-term timescales.

Key Stage One

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.



Key Stage Two

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.

Historical Knowledge and Skills

Across Key Stage 1 and 2, pupils will be taught to:

Vocabulary

- Use an increasing range of common words and phrases relating to the passing of time.
- Describe memories of key events in his/her life using historical vocabulary.
- Communicate his/her learning in an organised and structured way, using appropriate terminology.
- Use historical terms related to the period of study.
- Present findings and communicate knowledge and understanding in different ways.

Chronological Understanding

- Show awareness of the past, using common words and phrases related to the passing of time.
- Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- Place some historical periods in a chronological framework.
- Use dates to order and place events on a timeline.

Historical Enquiry

- Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.
- Use sources of information in ways that go beyond simple observations to answer questions about the past.
- Use a variety of resources to find out about aspects of life in the past.
- Compare sources of information available for the study of different times in the past.

Historical interpretations

- Describe significant historical events, people and places in their own locality.
- Understand that sources can contradict each other.
- Make comparisons between aspects of periods of history and the present day.
- Understand that the type of information available depends on the period of time studied.
- Evaluate the usefulness of a variety of sources.
- Provide an account of a historical event based on more than one source.
- Give some reasons for some important historical events.



Spaced Retrieval Practice Approach

Our Discovery Curriculum is delivered in modules, rotating through each subject area in Science, History, Geography, Computing, French, Art & Design and Design & Technology. All History modules are identified using purple boxes on our curriculum maps. Below is how our curriculum delivers (introduces and revisits) the National Curriculum expectations within and across year groups.

Early Years

In Early Years, children are encouraged and guided to develop their understanding of past and present. Our curriculum is delivered through play, adults modelling, observing one other, and through guided learning and direct teaching. Children are encouraged to be historians who are able to:

- Begin to make sense of their own life-story and family's history
- Talk about members of their immediate family and community.
- Name and describing people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.

We are an Early Year Adopter school and follow the new framework to ensure that children develop a good understanding of the past and present, by:

- Spending time with children talking about photos, memories and encouraging children to retell what their parents told them about their life story and family.
- Presenting children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences.
- Offering hands-on experiences that deepen children's understanding.
- Showing images of familiar situations in the past, such as homes, schools, and transport.
- Looking for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past.
- Offering opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.
- Frequently sharing texts, images, and telling oral stories that help children begin to develop an understanding of the past and present.
- Introducing characters, including those from the past using songs, poems, puppets, role play and other storytelling methods.

EYFS TO KEY STAGE ONE

INTENT



	ELG 13 People, Culture and Communities	How this is achieved in EYFS	History KS1
Specific Area of Learning Understanding the World	ELG: <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. 	<ul style="list-style-type: none"> Personal history; how they celebrate Christmas, new year, family celebrations such as Birthday's – throughout the year. Learning about the family traditions of children in class from different cultural backgrounds. Remembrance Day Bonfire Night – Guy Fawkes R.E themes taught through Emmanuel Project; Easter, Christmas, bible stories. Exploring the Art of Vincent Van Gogh – Sunflowers. Toys past and present Learning Feedback times – talking about what they have just been doing in their learning sessions. Through interactions talking about what they did yesterday, last week, last year. 	<ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Events beyond living memory that are significant nationally or globally
	ELG 15 Past and Present <ul style="list-style-type: none"> 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. 		

KEY STAGE ONE

INTENT

History National Curriculum Expectations KS1	Year 1			Year 2		
	Autumn	Spring	Summer	Autumn	Spring	Summer
changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	 Introduce  Revisit					
events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]				 Introduce		 Revisit
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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]		 Introduce	 Introduce			
significant historical events, people and places in their own locality.						 Introduce



KEY STAGE TWO

INTENT

History National Curriculum Expectations KS2	Year 3			Year 4			Year 5			Year 6		
	AUT	SPR	SUM									
changes in Britain from the Stone Age to the Iron Age	Intro											
the Roman Empire and its impact on Britain			Intro									
Britain's settlement by Anglo-Saxons and Scots				Intro								
the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor				Intro								
a local history study										Intro		
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066												Intro
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 Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China						Intro						
Ancient Greece – a study of Greek life and achievements and their influence on the western world							Intro					
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.									Intro			

