



History at Wantage CE Primary

Revised: Sept 2022

"We are not makers of history. We are made by history."
Martin Luther King



Intent:

The intent of our History offer is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. As a result of this they will:

- ❖ Increase and develop their historical skills, concepts, knowledge and attitudes
- ❖ Increase their understanding of the present in the context of the past
- ❖ Develop and use their skills in enquiry, analysis, evaluation, and argument
- ❖ Develop their interest in the past, arousing their curiosity and motivation to learn
- ❖ Develop a sense of identity through learning about the past

Our intent is built upon the study of a broad range of historical events and periods of history, outlined in our History curriculum map. Through developing key skills at each stage, we endeavour that all our students develop a deeper understanding of how the past has created the present and will potentially influence the future.

Implementation:

We teach the National Curriculum and the EYFS framework, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. It is important that the children develop progressive skills of a historian throughout their time at Wantage CE primary School and do not just learn a series of facts about the past. Through the following, we aim to provide a rich and broad experience in the study of history.

Planning and Lesson:

From the long-term overview, teachers plan a sequence of lessons, using the skills and knowledge progression. Teachers aim to provide a wider historical content for each topic covered, through work on timelines, drawing on previous knowledge and the current content. Lessons are planned using a range of historical enquiry and primary and secondary resources. Pupils are encouraged to use their own interpretation skills as to what these resources reveal about the past. In developing historical enquiry, we present topics with a wider, curiosity-based question to engage pupils in their learning and develop questioning within them.

Enhancements:

Pupils will experience a wider range of activities beyond the classroom. These are often linked to the history topic which they are covering. For example, Year 6 pupils visit Oxford Castle as part of their study of crime and punishment. In addition to external visits, pupil will experience additional enhancement activities, bringing their historical experience to life. An example of this is in Year 3, where pupils experience an archaeological dig in the grounds of the school, as part of their study on the Stone Age to Iron Age.

Assessment:

Pupils are assessed against the criteria in our progression and skills document. Pupils are assessed using the following criteria:
B=Working well below the age-related expectations;
WTS= Working towards the age-related expectations; ARE= Working at age-related expectations and
GD= working at greater depth (above the age-related expectations)

Impact

By the time the children at Wantage leave our school they should have developed:

- ❖ A secure knowledge and understanding of people, events and contexts from the historical periods covered.
- ❖ The ability to think critically about history and communicate confidently in styles appropriate to a range of audiences.
- ❖ 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 justified assumptions about the past.
- ❖ A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

Key Concepts:	~Power & Social Structures	~Daily Life & Culture	~Conflict	~Human Advancement	~Chronology
Key Enquiries:	~Cause and Consequence	~Continuity and Change	~Inference and Interpretation	~Similarity / Difference	~Significance of events / people

	Autumn Term	Spring Term	Summer Term
Nursery	<p>EYFS Statutory Framework Understanding the World: Children are to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them. 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.</p> <p>Development Matters Knowledge:</p> <ul style="list-style-type: none"> ➤ Begin to make sense of their own life-story and family’s history. ➤ Develop some new vocabulary related to the discussion and exploration of historical and significant events and use it in their speech and play. ➤ Continue developing positive attitudes about the differences between people. ➤ Recognise diversity of life in modern Britain ➤ Continue developing positive attitudes about the differences between people 		
	<p>Wonderful Wantage Incorporate: Local History by exploring our school and visit Wantage town market, the flour Mill etc.</p> <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> ➤ Talk about photos and memories, with encouragement, children to retell what their parents told them about their life-story and family ➤ Talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities. ➤ Answer questions about themselves and their families. ➤ Talk positively about different appearances, skin colours and hair types. ➤ Celebrate and value cultural, religious and community events and experiences. ➤ Learn each other’s names, modelling correct pronunciation. 	<p>Let’s Celebrate! Incorporate: Bonfire Night, Remembrance Day, Diwali, Birthdays, Christmas</p> <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> ➤ Talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities. ➤ Answer questions about themselves and their families. ➤ Talk positively about different appearances, skin colours and hair types. ➤ Celebrate and value cultural, religious and community events and experiences. 	<p>Once Upon a Time... Incorporate: Celebrate Shrove Tuesday, Mothering Sunday and Easter.</p> <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> ➤ Talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities. ➤ Answer questions about themselves and their families. ➤ Talk positively about different appearances, skin colours and hair types. ➤ Celebrate and value cultural, religious and community events and experiences.

Why is Christmas special?**EYFS Statutory Framework Understanding the World:**

Incorporate: Bonfire Night, Remembrance Day, Diwali, Christmas

Development Matters**Knowledge:**

- Comment on images of familiar situations in the past.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Begin to recognise that some places have special significance to individuals and through their history
- Begin to recognise that events can happen globally, nationally and locally

Procedural Knowledge:

- Begin to organise events using basic chronology, recognising that things happened before they were born
- Use images and stories and artefacts to explore some similarities and differences between the past and present
- Compare and contrast characters from stories, including figures from the past.
- Talk about experiences that are familiar to them and how these may have differed in the past.
- Explore characters, including those from the past using songs, poems, puppets, role play and other storytelling methods.
- Begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others.

Is a Pirate's Life for Me?

Incorporate: Shrove Tuesday, Easter

Development Matters**Knowledge:**

- Begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others.
- Name significant people from the period
- Recognise the diversity in historical stories
- Recognise that piracy is a crime
- Understand that transport has changed over time

Procedural Knowledge:

- Respond to shared texts, images, and tell oral stories to begin to develop an understanding of the past and present.
- Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes.
- Explore characters, including those from the past using songs, poems, puppets, role play and other storytelling methods.
- Engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year.

Were Dinosaurs pets?

Incorporate: learning about dinosaurs, how things change over time, caring for our environment

EYFS Statutory Framework Understanding the World:**Development Matters****Knowledge:**

- Compare and contrast characters from stories, including figures from the past.
- Name several species of dinosaur
- Understand how we know about the existence of dinosaurs
- Know that dinosaurs existed a long time ago and were **extinct** before humans came along
- Begin to build a rich bank of vocabulary relating to the past

Procedural Knowledge:

- Use stories, images and artefacts to find information about the past
- Explore characters and events from the past using songs, poems, puppets, role play and other storytelling methods.
- Produce images of dinosaurs, with some accurate anatomy

What do fireworks have to do with the gunpowder plot?

Why Do We Celebrate the 5th of November?

National Curriculum:

Events beyond living memory that are significant nationally (e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)

Procedural Knowledge:

- begin to identify the main differences between old and new objects
- retell a familiar story set in the past with accurate chronological order
- Explain what has changed in the way we celebrate certain events and what has stayed the same.

Knowledge:

- use words and phrases like: old, new and a long time ago
- recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago
- Understand that we have a queen who rules us and that Britain has had a king or queen for many years?

Enhancement:

Can a castle keep you safe?
Are Castles Just for Royalty?

National Curriculum:

Significant historical events, people, and **places** in their own locality (Oxford Castle)

Procedural Knowledge:

- ask and answer questions about old and new objects
- answer questions using an artefact/ photograph provided as evidence for ideas

Knowledge:

- recognise that a story that is read to them may have happened a long time ago
- know that some objects belonged to the past
- begin to identify the main differences between old and new objects

Enhancement: Trip to Oxford Castle- looking at features of a castle

Does everyone like to be beside the seaside?

National Curriculum:

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 (the first aeroplane flight- impact on seashores)

Procedural Knowledge:

- Put up to three objects in chronological order (recent history)
- identify objects from the past
- Explain what has changed in the way coastal areas are used- and what has stayed the same.

Knowledge:

- give a plausible explanation about what an object was used for in the past

Enhancement: Seaside day in school

Has Christmas always been the same?

National Curriculum:

- 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 [for example, festivals or anniversaries]

Procedural Knowledge:

- find out something about the past by talking to an older person
- Use images and texts as evidence to make inferences about the past
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Knowledge:

- give examples of things that are different in their life from that of their grandparents when they were young
- Know who the significant monarchs were during this era
- use a range of appropriate words and phrases to describe the past?
- Can they use words and phrases like: *before I was born, when I was younger?*
- use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning

Enhancement: Trip to Wantage Museum- A Victorian Christmas, events for Wantage Dickensian Evening

What makes a Super-Hero?

Florence Nightingale and Mary Seacole

National Curriculum:

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

Procedural Knowledge:

- answer questions by using a specific source, such as an information book, as evidence
- research the life of a significant Briton from the past using different resources to help them

Knowledge:

- use the words past and present correctly (extend vocabulary using the vocab chart)
- recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later
- explain why Britain has a special history by naming some famous events and some famous people

Enhancement: Super-hero day in school

What fanned the flames?

Study of the cause and impact of the Great Fire of London

National Curriculum:

Events beyond living memory that are significant nationally or globally (e.g. the Great Fire of London)

Procedural Knowledge:

- sequence a set of events in chronological order and give reasons for their order
- answer questions by using a specific source, such as an information book, as evidence
- Explore the significance of relevant events and individuals

Knowledge:

- recount some interesting facts from an historical event, such as where the fire of London started
- explain why Britain has a special history by naming some famous events and some famous people
- use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning
- use a range of appropriate words and phrases to describe the past

Enhancement: Great Fire of London re-enactment

What lies beneath?

A study of the Stone, Bronze & Iron Ages

National Curriculum:

Changes in Britain from the Stone Age to the Iron Age

This could include:

*late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae

*Bronze Age religion, technology and travel, e.g. Stonehenge

*Iron Age hill forts: tribal kingdoms, farming, art and culture

Procedural Knowledge:

- use their mathematical knowledge to work out how long ago events would have happened
- use research in order to find similarities and differences between two or more periods of history
- Conduct an archaeological dig to discover useful artefacts

Knowledge:

- describe events and periods using appropriate vocabulary
- recognise the part that archaeologists have had in helping us understand more about what happened in the past
- appreciate that the early Brits would not have communicated as we do or have eaten as we do
- suggest why certain events happened as they did in history

Enhancement: Archaeological dig in the grounds of the school

What did the Romans for us?**National Curriculum:**

The Roman Empire and its impact on Britain

This could include:

*Julius Caesar's attempted invasion in 55-54 BC

*the Roman Empire by AD 42 and the power of its army

*successful invasion by Claudius and conquest, including Hadrian's Wall

*British resistance, e.g. Boudica

*"Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

Procedural Knowledge:

- use a timeline within a specific time in history to set out the order things may have happened
- describe events from the past using dates when things happened
 - use various sources of evidence to answer questions
 - Explain the legacy of Roman Britain

Knowledge:

- describe events and periods using appropriate vocabulary
- suggest why certain people acted as they did in history
- realise that invaders in the past would have fought fiercely, using hand to hand combat

Enhancement: Exhibition with parents

Who does Britain belong to?

Study of Anglo-Saxon Britain:

National Curriculum:

Britain's settlement by Anglo-Saxons and Scots

This could include:

*Anglo-Saxon invasions, settlements and kingdoms: place names and village life *Anglo-Saxon art and culture

Procedural Knowledge:

- use various sources to piece together information about a period in history
- describe events and periods using the words: BC, AD and decade
- describe events from the past using dates when things happened
- Explain some significant legacies of the Saxon invasion

Knowledge

- Know that Rome exiting Britain left it open to other invaders
- suggest why certain people acted as they did in history
- recognise that Britain has been invaded by several different groups over time

Were the Viking vicious?**Who won the Battle to Rule England?****National Curriculum:**

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

This could include:

- Viking raids and invasion
- resistance by Alfred the Great and Athelstan, first king of England
- further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066

Procedural Knowledge:

- place periods of history on a timeline showing periods of time
- communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out
- give more than one reason to support an historical argument, using various sources as evidence

Knowledge

- know that people who lived in the past cooked and travelled differently and used different weapons from ours
- appreciate that wars have happened from a very long time ago and it is often associated with invasion, conquering or religious differences

Enhancement: Viking Day

What is Wonderful About Wantage?**National Curriculum:**

A local history study-

- *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.*

Procedural Knowledge:

- *A study of Wantage Market place and how this has changed over 200 years*
- *Visiting the Market place to find evidence of the town's history*
- *plot recent history on a timeline using centuries*
- *use their mathematical skills to round up time differences into centuries and decades*
- *research what similarities and differences there are in the life of a child in a given period from the past and use photographs and illustrations to present their findings*

Knowledge

- *appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past*
- *explain how our locality has changed in our time*

Enhancement: Visit to Wantage Museum

Do Royals Make Good Rulers?**National Curriculum:**

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

*the changing power of monarchs using case studies such as John, Anne and Victoria

Procedural Knowledge:

- place periods of history on a timeline showing periods of time
- plot recent history on a timeline using centuries
- Explain the impact that a particular monarch has had on life in Britain today
- research two versions of an event and say how and why they differ- making inferences as to which may be more reliable

Knowledge

- appreciate that wars have happened from a very long time ago and it is often associated with invasion, conquering or religious differences
- recognise that the lives of wealthy people were very different from those of poor people
- appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past
- explain how Parliament affects decision making in England

What Was the Impact of WW2 on Great Britain?

National Curriculum:

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

-a significant turning point in British history, e.g. the Battle of Britain

Procedural Knowledge:

- use dates and historical language in their work
- test out a hypothesis in order to answer a question
- describe a key event from Britain's past using a range of evidence from different sources
- Explore how a national event effected our locality

Knowledge:

- appreciate that significant events in history has helped shape the country we have today
- Understand the causes and consequences of these recent wars
- Recognise that some of the war effort was beneficial in the progress of women's rights
- Compare the effects of a significant event locally and nationally
- Name some significant individuals from this period (leaders and heroes)
- Recognise who fought for the allies and the axis and understand the part that the British Empire played in WW2

Enhancement: Remembrance Activities

How Did the Greeks Become So Powerful?

National Curriculum:

Ancient Greece – a study of Greek life and achievements and their influence on the western world

Procedural Knowledge:

- *use their mathematical skills to work exact time scales and differences as need be*
- *select reliable online sources*
- *use features of non-fiction texts to locate specific information*

Knowledge:

- **describe** historical events from the different period/s they are studying/have studied
- *appreciate how historical artefacts has helped us understand more about lives in the present and past*
- **Summarise** what Britain may have learnt from other countries and civilisations through time gone by and more recently
- **compare** historical periods; explaining things that have changed and things which have stayed the same

Enhancement: Greek day in school

How Did the Ancient Egyptian Civilisation Wax and Wane?

National Curriculum:

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

Procedural Knowledge:

- use dates and historical language in their work
- draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc
- Explore similarities and differences between civilisations during the same period
- Use the translation of Herodotus' text to infer how and why the Great Pyramid was built

Knowledge:

- describe historical events from the different period/s they are studying/have studied
- appreciate how historical artefacts has helped us understand more about lives in the present and past

Enhancement: Parent Exhibition

Were the Dark Ages Really Dark?

–Early Islamic civilization and a study of Baghdad c. AD 900: The ‘Golden Age of Islam’ and comparing that with the ‘Dark ages’

National Curriculum:

A non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad

Procedural Knowledge:

- place features of historical events and people from the past societies and periods in a chronological framework
- Use a variety of sources, weighing evidence to draw conclusions
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Knowledge:

- say where a period of history fits on a timeline
- summarise the main events from a period of history, explaining the order of events and what happened
- describe features of historical events and people from past societies and periods they have studied
- summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently

Does the Punishment Always Fit the Crime?

Crime and punishment through the ages: A comparative study

National Curriculum:

A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066

For example:

*changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century

Procedural Knowledge:

- look at two different recounts of an event and say how the author may be attempting to persuade or give a specific viewpoint
- recognise and describe differences and similarities/ changes and continuity between different periods of history
- Explain how the Greeks, Romans and Saxons have influence crime and punishment in Britain

Knowledge

- summarise how Britain has had a major influence on the world
- identify and explain differences, similarities and changes between different periods of history

- **Enhancement:**

Visit to the old gaol (Oxford Castle)

Where did we come from?

Darwin’s Routes-History of evolution

National Curriculum:

a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 such as:

-The lives of significant individuals in the past who’ve contributed to national and international achievements

Procedural Knowledge:

- say where a period of history fits on a timeline
- place a specific event on a timeline by decade
- look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint
- identify and explain their understanding of propaganda
- describe a key event from Britain's past using a range of evidence from different sources to make inferences

Knowledge:

- summarise how Britain has had a major influence on world history
- describe the features of historical events and way of life from periods I have studied: presenting to an audience
- know and understand the history of these islands 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