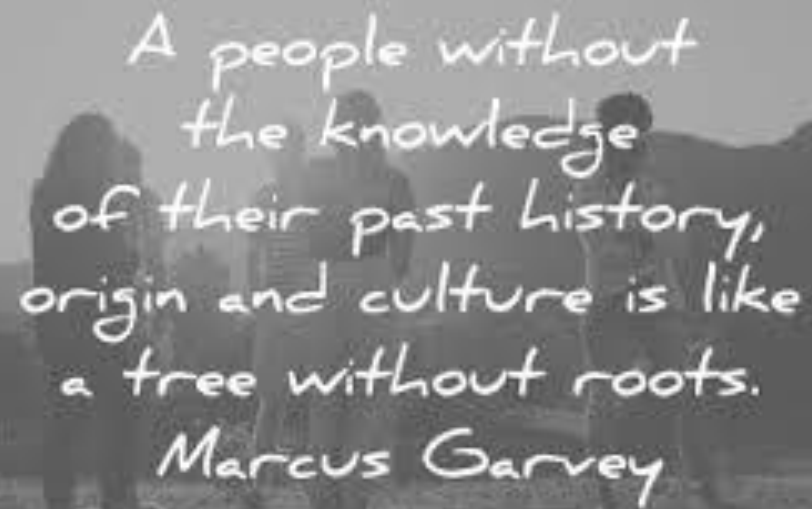


# HISTORY



A people without  
the knowledge  
of their past history,  
origin and culture is like  
a tree without roots.  
Marcus Garvey

# History Intent

## Why do we teach history?

At Westende Junior School, history is taught so that pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It is presented to pupils as the story of the past. Pupils will learn that history is told differently and is created from the evidence that remains. They will understand that sometimes this evidence is fragmentary or contradictory so has to be tested for reliability. Children will be encouraged to ask questions about the past.

## What is the aim of our curriculum for history?

To create a framework of knowledge and understanding of British, local and world history into which pupils can place new information. This applies particularly to chronological understanding and will set them up for key stage 3. It is hoped that children will love learning about history by gaining this knowledge and skills, not just through experiences in the classroom, but also with educational visits.

# History Intent

## What do we teach in our history curriculum?

### Years 3 & 4

#### Year 3

- Changes in Britain from the Stone Age to the Iron Age
- The achievements of the earliest civilisations – an in-depth study of Ancient Egypt.
- The legacy of Amelia Earhart in paving the way for a new generation of women

#### Year 4

- The Roman Empire and its impact on Britain
- The Viking and Anglo-Saxon struggle for the kingdom of England, until the time of Edward the Confessor.
- A study of an aspect or theme in British History, that extends pupils chronological knowledge beyond 1066 – the changing power of our female monarchs.

### Years 5 & 6

#### Year 5

- A study of an aspect or theme in British History, that extends pupils chronological knowledge beyond 1066 – The Wars
- Ancient Greece – a study of Greek Life and achievements and their influence on the Western World.
- British influence on the wider world –The Windrush

#### Year 6

- A non-European society that provides contrast with British History – Mayan Civilisation.
- A study of an aspect or theme in British History, that extends pupils chronological knowledge beyond 1066: Crime and punishment from the Anglo-Saxons to the present.

# History Implementation

## How is history taught at Westende Junior School?

At Westende, we strive to engage our pupils in history through a range of stages. Across all stages, consideration will be given to the choice of sources so that they are inclusive and diverse. Historical events will be taught at a local, national and global level.

- Firstly, we provide a hook to motivate pupils. Sometimes this will be by using a novel starter, a dramatic story, a mystery object or an intriguing picture. It might also be setting up an enquiry, explaining what pupils will have achieved at the end of the topic and whetting their appetite by describing an imaginative way of recording their findings e.g. making a movie!
- Secondly, we give children a chance to gather information using imaginative ways of finding new information. This might be using pictures, a web quest, close reading of a text, or watching a video excerpt. Sometimes it will be teacher telling and explaining.
- Next, the children are given time to process and organise the information they have found. It could be simple sorting and setting of cards into piles, pictures into a Venn diagram or matching cause and effect cards or images.
- After that, pupils will apply their newly-found information to a specific question so that they transform knowledge into understanding. They are given opportunities to show how they are thinking and what their views are. At this point it is important that pupils understand that history is not just the story of the past, pupils see how different versions and interpretations of the past can be created. They are then encouraged to form their own views and opinions.
- Another stage is where pupils refine their thinking in the light of any new information fed in at a later stage, such as a new idea or a new source. Pupils then re-think and improve on some of their early ideas.
- They also need to be thinking about how they are going to communicate their understanding, so this stage will involve some modelling.
- Finally, the pupils will demonstrate their learning through e.g. a role play, an audio-guide, an annotated picture or a more formal explanation.

# History Content Spine

	Autumn	Spring	Summer
Year 3	The Stone Age	The Egyptians	Achievements of Amelia Earhart
Year 4	The Suffragettes	Roman Empire The Vikings	
Year 5	Windrush	World War 2	Ancient Greece
Year 6	Crime and Punishment	Non-European Study: The Maya	Theme of history beyond 1066: Tudor theatres

# HISTORY

## Key Concepts



# History Progression Map – Chronological understanding

- |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>3</b> | <ul style="list-style-type: none"><li>• I know that ancient means thousands of years ago.</li><li>• I can place events and objects in time order.</li><li>• I can use words which mark the passing of time e.g. moving from simple 'before and after' to use words such as 'during' or 'while' e.g. when describing the process of mummification.</li><li>• I know that BC is before AD</li></ul>                                                         |
| <b>4</b> | <ul style="list-style-type: none"><li>• I can sequence events in simple narrative e.g. Boudicca's revolt.</li><li>• I can talk about the past in terms of periods e.g. Roman.</li><li>• I can accurately differentiate within a longer period e.g. at the beginning of Roman and Saxon periods, middle and end.</li><li>• I can use some key dates as important markers of events e.g. Caesar's landing, Claudius' invasion, Boudicca's revolt.</li></ul> |
| <b>5</b> | <ul style="list-style-type: none"><li>• I can appreciate ideas of duration and interval. e.g. how long the Greek legacy has lasted.</li><li>• I can use dates and specific terms confidently to establish period detail e.g. when describing different phases of evacuation, referring to outbreak of war in September '39, Blitz, Windrush generation.</li></ul>                                                                                         |
| <b>6</b> | <ul style="list-style-type: none"><li>• I can successfully match simple iconic images to each of the periods studied.</li><li>• I can make links between three periods in history, comparing, spotting similarities differences e.g. influence of Mayans on farming today, how crime and punishment rules have developed etc.</li></ul>                                                                                                                   |

# History Progression Map –

Secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

3

- I understand that some of the things we use today would not have been used in Ancient Egypt (eg. Tractors – anachronisms).
- I understand the main differences between today and the period being studied.

4

- I know that not everyone in the past lived in the same way.
- I can contrast life for the rich and poor in different time periods.
- I understand that people in the past had a range of ways at looking at their world and can explain some of their ideas.

5

- I can explain beliefs and attitudes in terms of why people might have had certain ideas.
- I understand that people's experiences varied depending on status.
- I am able to describe and explain ways of life at different levels of society and understand that people would have different outlooks on life depending on their social standing. I instinctively avoid sweeping generalization saying instead, it all depends on who you were, what position you had in society.
- I see causes might be connected in some way; one cause might be linked to another making the event much more likely to happen (WWII)
- I can explain an event using simple form of classification e.g. to do with money or religion.

6

- I am able to explain some quite complex events using a good range of causes, some of them linked in a simple way.
- I am starting to express explanation in term of relative importance backed up by reasoned argument e.g. The main reason was... Also important... Some people think.
- I see consequences in terms of immediate and longer-term effects and can see that people were affected differently.



# History Progression Map – Organisation and Communication

3

- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Ordering and sequencing – note connections, contrasts and trends over time.
- I realise that history is continuously being rewritten; if we find more we have to rewrite the past e.g. following discovery of Rosetta Stone.
- I can show understanding through oral answers and simple recording devices such as speech bubbles, annotations.
- My answers contain some simple period-specific references.
- I write in simple and accurate, sequenced, sentences when narrating what happened in the past

4

- I realise that events usually happen for a combination of reasons, even though there is still some element of listing.
- I see that there are often different interpretations because the gaps in the evidence are so large they have to be filled by imaginative reconstruction. This is particularly true of events from the remote past e.g. We have no pictures showing what Boudicca really looked like so historians and artists work from written sources and come up with different views.
- I understand that some interpretations might be more accurate and reliable than others, by use of their own background knowledge e.g. This version is not accurate because it shows the Vikings just to be raiders. We know from the evidence that has been discovered that they were traders to.
- My ideas are beginning to have some shape, though are not yet structured in paragraphs
- I can use appropriate ways of communicating my understanding.

# History Progression Map – Organisation and Communication

5

- I am beginning to genuinely explain why things happened rather than list reasons.
- I can identify differences between versions of the same event e.g. the video gives a different view to what we have just read e.g. version of a Greek myth.
- I understand that people create different versions of the past for different audiences and therefore might give a different emphasis e.g. novel about evacuation was written with a different purpose and audience in mind.
- I am beginning to sustain an answer, providing some supporting evidence.
- My answers are structured and provide supporting evidence for statements made.
- I am able to see two sides of a question and can offer arguments on both sides
- I use widespread period specific detail to make the work more convincing and authentic

6

- I can explain some quite complex events using a good range of causes, some of them linked in a simple way.
- I understand that all history is to some extent interpretations and see why some people might write different versions of the same event; Even when using the same evidence historians can put a different gloss on events.
- I grasp that interpretations might differ depending on the aspect people are looking at; Views of the prison system could vary, depending on status etc.
- When appropriate, I see the need to refer to dates and to see importance of lengths of time e.g. when describing cause.
- I am able to make subtle distinctions within a period being studied, and understand the danger of overgeneralizing.
- I can use provisional and tentative language, to express uncertainty e.g. perhaps, may, might, some people think.

# History Progression Map – Historical Enquiry and interpretations

- |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>3</b> | <ul style="list-style-type: none"><li>• I can extract simple information from text/pictures/objects showing basic comprehension</li><li>• I can make simple deductions about what text means based on what is included e.g., from photos of Stone Age people with spears, they realise that they were hunting.</li></ul>                                                                                                                                                                                                                                                                                                      |
| <b>4</b> | <ul style="list-style-type: none"><li>• I am starting combining information from more than one source e.g. the Internet, compared with video, oral evidence.</li><li>• I am starting to cross-reference information to see if other sources agree, rather than taking everything on face value.</li><li>• I see that some sources are more useful than others and can explain why.</li><li>• I am starting to raise questions about what the evidence tells us. I am aware of the need not to rush to conclusions based on flimsy evidence. I use phrases such as: We cannot tell for sure. Most evidence suggests.</li></ul> |
| <b>5</b> | <ul style="list-style-type: none"><li>• I am starting to think of reasons why a source might be unreliable.</li><li>• I can offer substantiated reasons why some sources might be treated cautiously e.g. propaganda posters during World War II.</li></ul>                                                                                                                                                                                                                                                                                                                                                                   |
| <b>6</b> | <ul style="list-style-type: none"><li>• I can consider the worthiness of a source by reference to what is known about the topic.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

# History Progression Map – Connections over time

- |          |                                                                                                                                                                                                                                                                                                                                                              |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>3</b> | <ul style="list-style-type: none"><li>• I can describe some changes in the historical period I am studying.</li><li>• I can describe similarities and differences between some people, events and beliefs in the period of history I am studying</li></ul>                                                                                                   |
| <b>4</b> | <ul style="list-style-type: none"><li>• I can describe changes within and between periods and societies I have learned about</li><li>• I can describe similarities and differences in society, culture and religion in Britain at local and national levels</li></ul>                                                                                        |
| <b>5</b> | <ul style="list-style-type: none"><li>• I can describe and make some links between events, situations and changes within and between different periods and societies</li><li>• I can describe and suggest some reasons for similarities and differences in society, culture and religion in Britain and the wider world</li></ul>                            |
| <b>6</b> | <ul style="list-style-type: none"><li>• I can point out trends as well as links between events, situations and changes within and between different periods and societies over long arcs of time</li><li>• I can explain similarities and differences in experiences and ideas, beliefs and attitudes of men, women and children in past societies</li></ul> |