



Our **vision** at Whiteshill is to ensure *all* of our pupils become passionate, successful, lifelong learners who are self-confident and ambitious and go on to create their own unique future and impact positively on the wider world.

Our school **values**, which underpin this vision, are ‘we are **curious**, we are **unique**, we are **together**, we are Whiteshill’.

Our Intent:

In order to achieve our school vision, our history curriculum is designed so that you will see ***all pupils:***

Being curious:

- They are part of the planning process and help shape the course of their learning
- They understand what they do and don't already know and recall previously learnt knowledge in order to make links and commit knowledge to their long-term memory
- They ask and answer their own perceptive questions and think critically
- They demonstrate a growth mind-set including taking risks and making mistakes
- They try new things which they have not experienced before
- They use a wide and effective vocabulary
- They explore a range of sources and evidence to make their own decisions about the past.
- They are inspired by and interested in finding out about the past and how it has impacted on their lives.
- They compare and contrast their own lives to the lives of others who have lived in the past.

Feeling unique:

- They make independent choices about their learning
- They work confidently on their own without support
- They are given equal opportunity to learn and work to their full potential
- They bring their own experiences and knowledge to the learning and know that these are valued
- They respond to effective individual feedback from the teacher which allows them to learn more effectively
- They take pride in their work and have high expectations for presentation

Working together:

- They build a class book together to add to throughout their time at Whiteshill.
- They are prepared for the future through the use of innovative technology and up to date resources and techniques
- They work as part of a team and know how to use effective social skills
- They articulate confidently what they have learnt
- They understand the role of historians in society
- They show empathy and respect for all

The aim of our history curriculum is to ensure that **all pupils** who leave Whiteshill Primary School at the end of year 6 will have learnt the following key knowledge:

- The meaning of common words and phrases relating to the passing and measurement of time.
- The meaning of a wide vocabulary of everyday historical terms.
- Identifying how events relate to each other chronologically on a timeline.
- Where the events they study lie on a British and World History timeline.
- That there are connections and trends within and between the periods of history they study.
- That there are similarities and differences within and between the periods of history they study.
- Establish clear narratives within and across the periods of history they study.
- How to ask and answer historically valid questions to understand change, cause, contrasts and significance.
- How to thoughtfully select and organise information from a range of sources to construct informed responses about their knowledge of the past.
- Understand that different versions of the past exist and give reasons for this.

It is this **key knowledge** which the children will learn in the long-term, that allows them to build on their historical learning each year and become successful historians by the time they leave Whiteshill at year 6.

To achieve this, history will be taught through a range of in-depth studies of periods of time according to the two-year rolling programme set out below. Key Stage 1 history will be taught by looking at themes across British and World History. This will allow the children to touch on periods of history which they will then return to in Key Stage 2, allowing them to recall and build on their knowledge.

Each year, all pupils at Whiteshill experience two half terms of 'We are Historians' where the main focus is history knowledge. This decision to spend two half terms each year becoming historians ensures that teacher subject knowledge is developed and becomes a strength. Training for that term is focussed on history teaching and learning. It allows teachers to plan together, giving them chance to learn from each other and share expertise. It also means that the whole school is working on becoming historians at the same time, meaning the school buzzes with a love of history learning.

Throughout each of these terms, the children will add their knoweldge to a year group timeline book, to represent their shared knoweldge and understanding. This will travel with them through the school, allowing them to see where their new knowledge fits in the wider picture of British and World history. They will also have chance to reflect back on previous learning, making links and deepening their understanding of chronology.

Key Questions

Key Stage	Class	Historical Enquiry Question	Curriculum Narrative		National Curriculum Focus	Key Threads
KS1	Elm Class	How and why have houses changed throughout history?	British History		Changes within living memory. Events beyond living memory that are significant nationally or globally.	Settlements
		Did people always drive cars?	World History		Changes within living memory. Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements.	Invention
		Would I rather be a child now or in the past?	British History	Local History	Changes within living memory. Significant historical events, people and places in their own locality.	Societal change
		Who was Britain's greatest King or Queen?	British History		The lives of significant individuals in the past who have contributed to national and international achievements.	Monarchy and Power
Lower KS2	Maple Class	Who were more impressive invaders – the Anglo Saxons or the Vikings?	British History	Local History	Britain's settlement by Anglo-Saxons and Scots. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.	
		How did the Ancient Greeks influence British life?	World History		A study of Greek life and achievements and their influence on the western world.	
		How did Britain change from the Stone Age to the Iron Age?	British History	Local History	Changes in Britain from the Stone Age to the Iron Age	Invention Settlements

						Societal change
		How is national history reflected in our local area?	Local History		A local history study.	Invention Societal Change Monarchy and Power
Upper KS2	Oak Class	What impact did the Roman Empire have on Britain	British History	Local History	The Roman Empire and its impact on Britain	
		How were the Mayans living differently to the British in AD 900?	World History		A non-European society that provides contrasts with British history.	
		What did the Shang Dynasty of Ancient China achieve?	World History		The achievements of the earliest civilizations.	Inventions Societal Change Monarchy and Power
		When was the worst time to be a criminal in Britain since the Middle Ages?	British History		A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	

Progression of historical enquiry skills:

Key Stage	Class	Chronological understanding	Methods of historical enquiry	Historical significance	Similarities and Difference	Cause and Consequence	Change and Continuity	Historically valid questions and analysis
KS1	Elm Class	I know and use common words and phrases related to the passing of time.	I know some of the ways in which we find out about the past.	I know that someone in the past was important.	I know what is the same and different about the same subject in two different time periods.	I know why someone in the past did something.	I know a change that happened in someone's life in the past.	I know how to choose parts of stories and other sources to show the key features of historical events.
		I know which events happened in my lifetime.	I know that we have to use other sources if there is no-one alive to tell us about the past.	I know that a place was important in the past.	I know what is the same and different about a subject then and now.	I know why an event in the past happened.	I know how something has changed in my lifetime.	I know how to ask questions about history.
		I know which events happened before my lifetime.	I know there can be different versions of the	I know that an event in the past was important.	I know that children were	I know what happened as a result of an event in the past.	I know how something has changed since it was invented.	I know how to answer questions about history.

		<p>I know that some places are not used any more for what they used to be in the past.</p> <p>I know which events and people came earlier and later within a timeline.</p> <p>I know if an object is old or new and can say how I know.</p>	<p>same event from the past.</p> <p>I know that some people tell stories they have made up based on what they know about the past.</p>	<p>I know some details about an important event and person from the past.</p>	<p>treated differently in the past.</p>	<p>I know why something in the past was invented.</p>	<p>I know how and why an event or person changed something in the past.</p> <p>I know that some things stay the same over time.</p> <p>I know that transport, homes, inventions and people in power have existed throughout human history.</p>	
Lower KS2	Maple Class	<p>I know where the period I am studying fits on a wider timeline.</p> <p>I know the basic timeline of the period I am studying.</p> <p>I know that a timeline can be divided into AD and BC.</p> <p>I know dates need to be in chronological</p>	<p>I know that knowledge of the past is constructed from a range of sources.</p> <p>I know and can identify the differences between two versions of the same event.</p> <p>I know why two sources might give different information.</p>	<p>I know why someone in the past was significant.</p> <p>I know why an event in the past was significant.</p>	<p>I know how people are connected to events.</p> <p>I know how people and events in the past have influenced life today.</p> <p>I know some connections and contrasts within the period studied.</p>	<p>I know why a societal change happened.</p> <p>I know why settlements changed.</p> <p>I know why Britain was invaded at different times and by who.</p> <p>I know why power was gained and lost.</p>	<p>I know some societal changes that happened during the time period I am studying.</p> <p>I know how the settlements changed during the time period I am studying.</p> <p>I know how the leaders changed during the time period I am studying.</p>	<p>I know how to construct a response that involves selection and organisation of historical information.</p> <p>I know how to devise and answer historically valid questions about change, similarity and difference.</p>

		order on a timeline.	<p>I know the main sources of evidence historians use to find out about the past.</p> <p>I know how to gather information from a source.</p>		<p>I know some connections and contrasts between life in the past and now.</p> <p>I know that groups of people were treated differently in the past e.g. rich and poor, male and female.</p>	<p>I know what happened as a result of an invasion.</p> <p>I know what happened as a result of a societal change.</p> <p>I know what happened as a result of an invention.</p> <p>I know that the consequences of something in the past can go on in to the future.</p>	<p>I know an invention from the time period I am studying.</p> <p>I know something that stayed the same in society in the time period I am studying.</p>	
Upper KS2	Oak Class	<p>I know what was happening in other parts of the world during the time period I am studying.</p> <p>I know where the period I am studying fits within a wider chronological narrative.</p> <p>I know when changes occurred within the timeline of the</p>	<p>I know how evidence is used rigorously to make historical claims.</p> <p>I know how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>I know how to find a range of evidence about the past.</p>	<p>I know someone in the past was significant and to whom they were important and why.</p> <p>I know the impact they had.</p> <p>I know why an event in the past was significant</p>	<p>I know some connections and contrasts within the period studied.</p> <p>I know some connections and contrasts between the period studied and now.</p> <p>I know how life in the period studied contrasted with</p>	<p>I know why changes happened in the period I am studying and the impact those changes had.</p> <p>I know that the consequences of one historical event can sometimes become the causes of another.</p>	<p>I know what societal changes occurred during the period I am studying.</p> <p>I know the details of the changes in power during the periods I am studying.</p> <p>I know the major achievements of the societies I am studying.</p>	<p>I know how to construct an informed response that involves thoughtful selection and organisation of relevant historical information.</p> <p>I know that historical data can be used to draw conclusions.</p>

		<p>period I am studying.</p> <p>I know how to order a timeline accurately using dates.</p>	<p>I know the difference between primary and secondary evidence and how this might affect its reliability.</p> <p>I know what propaganda is and that history can be shaped by those who record it.</p>	<p>and to whom it was important and why.</p> <p>I know the impact the event had.</p> <p>I know why an object from the past was significant and why.</p>	<p>British life at the time.</p> <p>I know some trends and how they have developed over time.</p> <p>I know that some ancient civilizations showed greater advancements than people who lived centuries after them elsewhere in the world.</p>	<p>I can ascertain the cause of something that happened in the past.</p>	<p>I know how, where and why settlements evolved during the time periods I am studying.</p> <p>I know what or who provided continuity during the time period I am studying.</p>	<p>I know how to use a range of evidence to offer clear reasons for different interpretations of events, linking this to factual understanding about the past.</p> <p>I know how to devise and answer historically valid questions about continuity, change, cause, similarity and difference and significance</p>
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Two-year rolling programme

Elm Class

	Enquiry 1	Enquiry 2
YEAR A	How have houses got more comfortable over history? Did the Great Fire make London a better or worse place?	Did people always drive cars?
YEAR B	Would I rather be a child now or in the past?	Who was Britain's greatest King or Queen?

Maple Class

	Enquiry 1	Enquiry 2
YEAR A	Who were more impressive invaders – the Anglo Saxons or the Vikings?	How did the Ancient Greeks influence British life?
YEAR B	How did Britain change from the Stone Age to the Iron Age?	How is national history reflected in our local area?

Oak Class

	Enquiry 1	Enquiry 2
YEAR A	What impact did the Roman Empire have on Britain?	How were the Mayans living differently to the British in AD 900?
YEAR B	What did the Shang Dynasty of Ancient China achieve?	When was the worst time to be a criminal in Britain since the Middle Ages?