

History

Intent & Implementation

At Wingrave Church of England School, we believe that all children can be historians. We aim to promote opportunities in History to gain knowledge, develop understanding, curiosity and inspire the enquiring minds of all of our children. History learning aims to support our children in being inquisitive and independent. Our History curriculum enables children to recognise that studying history is relevant and exciting. Our children consider how the past influences the present, what past societies were like, how these societies organised themselves, and what beliefs and cultures influenced people's actions. The children learn about local, British, European and international history, and the historical order in which people lived and events happened. They are also taught how the past can be shown and explained in different ways. We aim to provide our children with memorable fun experiences. In order to achieve this we ensure that our History work is enhanced by educational visits to places of historical interest, welcoming visiting historians to our school and also learning all about the times gone by in the village of Wingrave.

History is taught across the school on a two – year cycle. It is taught through the termly topic focusing on the knowledge and skills stated in the National Curriculum. Each topic will include elements to teach the children historical enquiry, chronology, specific vocabulary, about significant individuals, local history and knowledge about the different periods of time. Teachers will use cross curricular opportunities to teach and reinforce historical knowledge and skills in a meaningful context and immerse children in a vocabulary rich environment.

At Wingrave Church of England Combined School we aim for children to achieve age related expectations in history by the end of each academic year. The history curriculum will enable all children to become increasingly critical and analytical within their thinking, support them to make informed and balanced judgements based on their knowledge of the past. Through this subject the children will become increasingly aware of how historical events have shaped the world that they currently live in and they will also have a further understanding of History on a local level and on a small-scale.

Where applicable, children will have encountered or participated in high-quality visits/visitors to further appreciate the impact of History. All children will develop their enquiry skills to pursue their own interests within a topic and further questioning.



Knowledge & Skills Progression							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Similarities and differences	To know about similarities and differences between themselves and others, and among families, communities and traditions.	Describe how their own life is different to that of their ancestors Describe similarities and differences between historical pictures and artefacts	Compare how their own lives are different from children who lived before them Compare 2 periods of history	Make connections between 2 different periods of history Begin to have historical perspective (understanding the social, cultural, intellectual, and emotional settings that shaped people's lives and actions in the past)			
Vocabulary	Learn about History through Understanding of the World (People and Communities) this will also link to Communication and Language (Understanding and Speaking)	Use simple vocabulary to describe the passing of time (then, now, before, long ago, year etc.)	Use topical vocabulary when describing a period of history Begin to use abstract terms i.e. parliament, peasantry, civilisation, empire etc.)	Make use of appropriate historical terms in discussion and debate.			
Chronology	They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.	Order a few key events in a period of history studied Order pictures from significantly different time periods. Realise that the past can be divided into key time periods	Realise that the past can be divided into key time periods Put key events from a period onto a timeline Recall some key dates from a period studied	Independently place key events from a period onto a timeline, using sources to check for accuracy Remember key dates and facts from a period studied and apply this knowledge in a different context (i.e discussion, debate, drama etc)			

“The Kingdom of Heaven is like a tiny mustard seed planted in a field. It is the smallest of all seeds but becomes the largest of plants, and grows into a tree where birds can come and find shelter.”

Matthew 13:31-32

Significant individuals	Make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment	<p>Sequence the story of a particular historical figure</p> <p>Use the stories of a historical person's life to compare the past to present day</p> <p>Describe, in simple terms, why an individual acted the way they did</p>	<p>Explain how a significant individual from a period influenced change</p> <p>Explain how a significant individual's actions influenced the past and present</p> <p>Express an opinion on whether a person had a positive or negative effect on Britain</p>	<p>Describe a significant individuals impact on the wider world</p> <p>Describe how they have been influenced by a significant individual</p> <p>Discuss why a person acted like they did (i.e. why did Henry VIII have so many wives? Was he right to start the reformation?)</p>
Local History	To know that some buildings are old and some are new and to use the vocabulary related to this.	<p>Describe, in simple terms, the significance of a local landmark or local place</p> <p>Describe how own school or town has changed over time</p>	*A depth study on the Ancient Greeks and the Shang Dynasty of Ancient China	*Carry out an in-depth research project on Wingrave showing how it has been changed by a key historical event i.e. WW2
Historical enquiry	To talk about past and present events in their own lives and in the lives of family members.	<p>Ask and answer questions about the past, using a range of sources</p> <p>Retell a story or significant event from their own past</p> <p>Use photographs to build up a picture of a period</p>	<p>Suggest useful research questions</p> <p>Find the answer to more complex questions through research</p> <p>Use labelled diagrams, stories, recounts, diaries and pictures to illustrate their understanding of a period</p> <p>Chose the most important source material for a task, discussing why it is useful.</p>	<p>Follow independent lines of enquiry and form own conclusions based on this research</p> <p>Select, organise, summarise and present information from a wide range of sources</p> <p>Describe how different types of evidence tells us different things about the past</p> <p>Acknowledge different points of view and why these are important in understanding history</p>

"The Kingdom of Heaven is like a tiny mustard seed planted in a field. It is the smallest of all seeds but becomes the largest of plants, and grows into a tree where birds can come and find shelter."

Matthew 13:31-32