

History

History Intent:

The History Curriculum at Willersey is designed so that children develop history knowledge and understanding of historical periods within their long-term memories. A wide breadth of topics is covered in an engaging way to explore key concepts. These concepts are: investigate and interpret the past; build an overview of world history; understand chronology and communicate historically.

We are developing the provision of local history to give children a deeper awareness and understanding of where they are from in order to leave our school feeling proud of where they come from and have an appreciation of its impact and importance on our lives today.

Cognitive science tells us that working memory is limited and cognitive load is too high if we rush children through content; therefore, we believe and ensure that our children are able to master the basics first.

History Implementation:

We use the Chris Quigley Curriculum Companion which organises the breadth of study for each year group with a focus on specific knowledge categories.

Learning is most effective with spaced repetition; each year progresses on the previous, enabling children to gain historical perspective by placing their growing knowledge into different contexts. Retrieval of previously learnt content is a frequent and regular feature of all history lessons.

The learning is brought to life by the use of drama, real artefacts, exploration and visitors.

History Impact:

Learning is a change in long term memory, therefore it is impossible to see impact in the short term. Through POP (Proof of Progress) tasks, our children move through basic, advancing and deep understanding of the knowledge categories. Children complete POP tasks (proof of progress) at the end of a micro-topic (knowledge web) to show their learning. Through repetition of the key concepts, children connect topics together and revisit knowledge categories in many ways. Children connect knowledge and build an understanding of the history of Britain and the wider world.

Essential characteristics of Historians:

We want our children to develop:

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- 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 robust and critical use of it to support their explanations and judgments.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

Our main objectives (our essentials for progress) are:

- To investigate and interpret the past
- To build an overview of world history
- To understand chronology
- To communicate historically

Curriculum progression chart: History

Essentials for Progress	Milestone 1 (Years 1 and 2)	Milestone 2 (Years 3 and 4)	Milestone 3 (Years 4 and 5)
To investigate and interpret the past	Observe or handle evidence to ask questions and find answers to questions about the past.	Use evidence to ask questions and find answers to questions about the past.	Use sources of evidence to deduce information about the past.
	Ask questions such as: What was it like for people? What happened? How long ago?		
	Use artefacts, pictures, stories, online sources and databases to find out about the past.	Suggest suitable sources of evidence for historical enquiries. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.	Select suitable sources of evidence, giving reasons for choices. Use sources of information to form testable hypotheses about the past. Seek out and analyse a wide range of evidence in order to justify claims about the past.
	Identify some of the different ways the past has been represented.	Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.	Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.
		Suggest causes and consequences of some of the main events and changes in history.	
			Understand that no single source of evidence gives the full answer to questions about the past. Refine lines of enquiry as appropriate.

To build and overview of world history	Describe historical events. Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did.	Describe changes that have happened in the locality of the school throughout history. Give a broad overview of life in Britain from ancient until medieval times.	Identify continuity and change in the history of the locality of the school. Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.
		Compare some of the times studied with those of other areas of interest around the world.	Compare some of the times studied with those of the other areas of interest around the world.
		Describe the social, ethnic, cultural or religious diversity of past society.	Describe the social, ethnic, cultural or religious diversity of past society.
		Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
To understand chronology	Place events and artefacts in order on a time line. Label time lines with words or phrases such as: past, present, older and newer. Recount changes that have occurred in their own lives. Use dates where appropriate.	Place events, artefacts and historical figures on a time line using dates. Understand the concept of change over time, representing this, along with evidence, on a time line. Use dates and terms to describe events.	Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Identify periods of rapid change in history and contrast them with times of relatively little change. Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. Use dates and terms accurately in describing events.

To communicate historically	Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.	Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology. 	Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy.
	Show an understanding of the concept of nation and a nation's history. Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.	Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.	Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.
			Use original ways to present information and ideas.