

West Witney Primary School and Nursery

Curriculum Information



History

Key Stage 1 and Key Stage 2

Curriculum Information

Introduction

At West Witney Primary School and Nursery, we have designed our History curriculum so that our learners, foster an enthusiasm and curiosity about history and learning about the past through an engaging and varied curriculum; developing skills and understanding which can be applied to any area of history. We ensure our children are taught skills and concepts progressively across the school in line with the National Curriculum. A secure sense of chronology is secured, acquiring an understanding of time, events and people through the passing of time and the impact of events and time periods. At West Witney, we use research skills to pose questions and investigate the past by making inferences and drawing conclusions.

Understanding how events have occurred concurrently in different locations worldwide is planned for in order to compare and contrast and ensure depth of learning, which is at the heart of our whole curriculum. We study a variety of significant historical figures and events that underpin the diversity of Britain and the wider world.

Intent

At West Witney Primary School and Nursery, the history curriculum has been designed so that our learners gain a coherent knowledge and understanding of Britain's past and that of the wider world and develop an enthusiasm and curiosity to know more about the past. Using the National Curriculum as a basis, the history programme of study has been mapped with focus, appropriateness, coherence and sequentially. There is a clear progression of substantive knowledge, Tier 3 vocabulary and links between strands of history, to ensure all pupils achieve well. New knowledge and skills build on what has been taught before, setting the foundation for future learning. Enriching experiences are planned to ignite the children's passion for history and help them gain episodic and semantic knowledge. A sense of chronology is secured, acquiring an understanding of time, events and people through the passing of time and the impact of events and time periods. At West Witney, we use research skills to pose questions and investigate the past by making inferences and drawing

conclusions. Understanding how events have occurred concurrently in different locations worldwide is planned for in order to compare and contrast and ensure depth of learning, which is at the heart of our whole curriculum. We study a variety of significant figures and events that underpin the diversity of Britain and the wider world.

Implementation

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources and give children the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognise and value the importance of stories in history teaching and we regard this as an important way of stimulating interest in the past. We also help children understand that historical events can be interpreted in different ways, and they should always ask questions about the information they are given. We recognise that in all classes, children have a wide range of capabilities in history, and we seek to provide suitable learning opportunities for all children, by layering the depth of learning and challenge. Emphasis is placed on the development of disciplinary knowledge alongside substantive knowledge. A variety of teaching approaches are used, including: Teacher presentations; storytelling; role play and drama; investigating artefacts and sources of evidence such as: people, photographs, portraits, written materials, ICT based materials and TV and radio extracts; individual and group research; discussions and debates; fieldwork and visits to museums and sites of historic interest. These visits and learning experiences are delivered so children are able to develop a greater understanding of the past in their local area (Witney, Oxford and Oxfordshire) and across the World.

Impact

The evidence/ demonstration that the curriculum has been planned and delivered effectively (mainly seen through assessments, books, pupil voice).

The impact of the history curriculum at West Witney Primary School is the demonstration that the curriculum has been planned and delivered well. This can be seen through:

- Clear evidence that our children have shown progress and attainment in line with the National Curriculum.
- Our children demonstrate enthusiasm for the subject and can talk with confidence and knowledge about history.
- Our children demonstrate an understanding of a range of history vocabulary that can be applied, confidently.
- As historians, our children can use their skills to pose questions, evaluate evidence and draw conclusions. They 'know more' so they can make links between their knowledge from different strands of history.

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Recording

History at West Witney is recorded in the Geography and History books. For the majority of lessons, learning is recorded in these books. However, in some instances, forms of learning may happen where recording in books is not possible or appropriate. Teacher, peer and self-assessment will be used to tick the depth of learning statements to record whether they have been achieved. These will be present for every lesson. Teachers will use their professional judgement to make

this decision. Children will be given the opportunity to build their understanding and experiences through a variety of tasks that will allow them to show their Historical knowledge.

Assessment

Children will have the opportunity to answer key concept questions in a verbal and written format, which will give the teachers an excellent understanding of how well children have understood the taught knowledge and skills. After each history topic, teachers will make a summative assessment of whether the child is working towards the age-related expectation, at age related expectation or working at greater depth. To develop their awareness of their knowledge and learning, children will have the opportunity to self and peer assess against learning objectives and depth of learning statements. Many other formative assessment strategies are used, including conversations with the children and the 'products' seen as a result of their learning. Formative and summative assessment are used together by teachers to gain a good understanding of the knowledge the children have embedded.

The History Journey at West Witney Primary School

Year	Historical Enquiry Question		
1	Have toys improved over the years?	Who was significant in the discovery of dinosaurs and why?	Could the Great Fire of London have been prevented?
2	North pole versus the South pole – where would you rather visit?	How would you build a castle today?	Who is the most important person in space exploration?
3	Was the stone age man simply a hunter-gatherer?	What influence did the Romans have on Britain?	Were the Anglo-Saxons a civil society?
4	What amazing gifts did the Ancient Greeks give to the world? How are we still using their ideas, stories and inventions today?	How did the Vikings explore new lands and make friends or foes in the UK?	How do the people, history and landmarks come together to create the unique character of Witney?
5	Why does everyone remember the Egyptians?	What did it feel like to live through WWI?	How did life for the ancient Mayas compare with life in Britain during that period?
6	How significant is the monarchy in today's society compared to the Tudor era?	How was the Victorian era a significant turning point in British history?	How relevant and significant is WW2 for school children today?

Key Concepts Running Through the Curriculum:

Where there are meaningful links between units studied, across years and key stages, teachers will draw upon prior learning. Much of the 'deeper learning' statements will relate to comparing the current period of history/theme studied, to one or more that has been learnt before. For example, the similarities/differences between the Egyptian and Mayan pyramids, in terms of design and resources and techniques used in the construction.

Civilisations/Empires	Monarchy/Rulers	Technology	Use of Resources	Significant People
Architecture	Religious Beliefs	Warfare	Cultural Developments	Local History

Civilisations/Empires
Many civilisations and empires are studied, often overseas. The last, Year 6, study regarding this concept looks, in part, at the British Empire and the similarities in why the empire ended in the same way those across millennia have. Common themes regarding civilisations are scrutinised including, agriculture, socialisation and hierarchy, architecture and religion.
Monarchy/Rulers
This concept is studied both in Britain/England and abroad, stretching across millennia. The importance placed on a monarch and their duties and gender is explored across the school, starting in Year 2 with Kings and their desire to build castles. The establishment of the monarchy in England is studied in Year 3, when examining the life of Alfred the Great. Comparisons are made across Year groups, for example the similarities in role of a Roman emperor and an Egyptian pharaoh. The changing power of the monarch is considered, particularly when looking at Queen Victoria and the link to the Tudors.
Technology
Technological advancements are studied across the school, where the improvement they made to people's lives is examined. The reasons for the advancements is examined, for example, space travel and advancements in ordnance, particularly in WWII.
Use of Resources
How humans have made use of their resources, over time, is a continually overlapping theme. Comparisons are made between the building materials of the stone age and the great fire of London. Linking to diet, the edible resources around a civilisation or time period are studied, thinking why the particular area has shaped ways of life.
Significant People
With many historically significant people, of all genders and races being studied across the school, justifications can be given as to how significant an individual was based on prior knowledge. Significant individuals include: Mary Anning, William Buckland, Ernest Shackleton, Robert Falcon Scott, Neil Armstrong, Uri Gagarin, Katherine Johnson, Helen Sharman, Nicolaus Copernicus, Galileo Galilei, Julius Caesar, Tutankhamun, Henry VII, Henry VIII, Elizabeth I, Queen Victoria, Isambard Kingdom Brunel, Winston Churchill and Adolf Hitler.
Architecture
Architecture is repeatedly examined in the History curriculum, across the school. The building materials, techniques and layout are scrutinised. Links to the regional resources and reasons for constructions are often touched upon. Holy structures are investigated, such as Stone Henge, St. Mary's church, the Egyptian pyramids and Chichen Itza. Also, people's homes including in Witney and in different time periods such as Anglo-Saxon settlements.
Religious Beliefs
Similarities and differences between a civilisation/historical period's religious beliefs are examined on multiple occasions. Mythology, gods and goddesses and their link to modern, mainstream religions are compared. There are cross-curricular links to RE and writing (often myths) to be made.
Warfare
Warfare has strong links with civilisations/empires as humans' desire for power and wealth is explored across the ages. The power of the Roman army is examined, with links to Hitler's desire for Germany to be the globally dominant force and what the modus operandi of warfare was at the time. This has links to technological advances, in addition to how technological advancements led many civilisations to be powerful.
Cultural Developments
Writing techniques, literature (with obvious cross-curricular links), theatre, entertainment, social hierarchies, food and drink and sports and games are areas that are touched upon, with comparisons being drawn where possible, always linking back to prior knowledge where appropriate to create deep learning.
Local History

A recurrent theme throughout the History curriculum is the need to compare historical events to the children's own experiences. This could be through how they live and also our local area (Witney). Local people's experience of old toys is sought, Oxfordshire archaeological finds examined through fossils and Anglo-Saxon finds, the local city's castle is visited with the importance of it considered, whilst a look at what Witney was like during WWII builds on a whole unit on the local history when the children are in Year 4.

