



**A rationale for the Teaching of History**

**Our INTENT in History:**

At Whitehill Community Academy, we aim to ensure that the History curriculum shows coverage and progression throughout the Academy and allows every child to develop the skills and knowledge to become historians, knowing that History is essentially about people from the past.

New bespoke units of work have been introduced into the school's curriculum so that teaching History covers British History in the Autumn Term and other periods throughout the year in chronological order.

The academy has a thematic approach. Each year group's historical themes are based, where possible, in chronological order. Where the theme is not history-based, there will still continue to be some aspect of a historical link evident in the theme.

**History unit aims (Taken from the NC).**

**Aims include:**

- Know the chronology and story of Britain.
- Know and understand significant aspects of the History of the wider world (History beyond Britain).
- Develop an understanding about abstract Historical terms including: Empire, Civilisation, Parliament and Peasantry.
- Key to this is the development of Historical concepts: Continuity and change (across time); Cause and consequence (linked to an event); Similarity and difference (empathy) ; Significance.
- Understand the methods of Historical enquiry (Historical claims and contrasting arguments and interpretations).
- Understand different types of History: Local, regional, national, international, long to short time scales, cultural, economic, religious, political, military and social.

**IMPLEMENTATION of History:**

**Terminology.**

CH – Chronology.

CC – Continuity and change.

C – Cause and consequence.

S – Significance.

SD – Similarity and differences.

## History overview for KS1 and KS2.

Year group	Autumn	Spring	Summer	
Foundation	<p><b>Ourselves</b></p> <p><i>Chronology and significant events - Timeline of their life</i>  <i>Sig person/event – Guy Fawkes/Bonfire Night</i></p>	<p><b>Fantasy</b></p> <p><i>Similarity and differences.</i>  <i>Significant event – Remembrance Day</i></p>	<p><b>Our World</b></p> <p><i>Continuity and change/Cause and consequence - Changes over time</i></p>	
Year 1	<p><b>Heroes and Villains</b></p> <p><i>Sig: Anne Lister, Florence Nightingale / Mary Seacole, Guy Fawkes, Martin Goodman (Marvel Comics)</i></p>	<p><b>PASSPORT TO THE WORLD (Journeys / Travel)</b></p> <p><i>Sig: The Wright Brothers, Amy Johnson, Neil Armstrong, Tim Peake</i></p>	<p><b>FIVE A DAY! (Healthy Eating / Living)</b></p> <p><i>Sig: John Rollo and Matthew Dobson (discovered diabetes), Jamie Oliver (changed school meals))</i></p>	
Year 2	<p><b>LAND BEFORE TIME! (Dinosaurs to Stone Age)</b></p> <p><i>Chester Zoo, IMAX</i>  <i>Sig: Mary Anning, David Attenborough</i></p>	<p><b>LONDON'S BURNING! (Great Fire of London)</b></p> <p><i>Sig: Samuel Pepys, Charles II, Elizabeth II</i></p>	<p><b>ALL AT SEA! (Seaside / Titanic)</b></p> <p><i>Sig: Sir Francis Drake, Blackbeard, James Cook</i></p>	<p><b>DISNEY'S WORLD</b></p> <p><i>Sig: Walt Disney, Ole Kirk Christiansen (invented Lego)</i></p>
Year 3	<p><b>CAPTAIN CAVEMAN! (Stone Age to Iron Age)</b></p>	<p><b>AMAZON ADVENTURE (The Amazon &amp; The Mayans)</b></p>	<p><b>SHAPING BRITAIN! (Farming / Growing &amp; Roman Britain)</b></p>	
Year 4	<p><b>IT'S ALL GREEK TO ME! (Ancient Greece)</b></p>	<p><b>WE CAME! WE SAW! WE CONQUERED! (Adventurers &amp; Explorers) Saxons / Vikings / Tudors</b></p>	<p><b>I'VE GOT A GOLDEN TICKET! (Roald Dahl)</b></p> <p><i>Sig: Roald Dahl</i>  <i>Local: Rowntree's (Nestle) / Terry's of York</i></p>	
Year 5	<p><b>A GREAT EXHIBITION (Victorian Britain)</b></p> <p><i>Victorian experience day</i>  <i>Sig: Queen Victoria / Prince Albert / Isambard Kingdom-Brunell / Charles Dickens</i></p>	<p><b>SPACE RACE! (Alien Invasion)</b></p> <p><i>Significant event</i></p>	<p><b>IT'S A DISASTER! (Natural Disasters / Extreme Geography)</b></p> <p><i>(Mt. Vesuvius/ Pompeii, Haiti Earthquake, Calder Valley Floods, etc.)</i></p>	

Year 6	<b>YOUR COUNTRY NEEDS YOU!</b> (World War 1)	<b>WAR OF THE WORLDS!</b> (World War 2)	<b>OUR PAST - YOUR FUTURE!</b> Be a Historian – own history study (Early Civilisation or Non-European Society) Egyptians
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### Lines of Historical enquiry, aims and assessment questions

Year group	Autumn	Spring		Summer
Foundation	<b>Ourselves</b>	<b>Fantasy</b>		<b>Our World</b>
Year 1	<b>Heroes and Villains</b>	<b>PASSPORT TO THE WORLD</b> (Journeys / Travel)		<b>FIVE A DAY!</b> (Healthy Eating / Living)
Year 2	<b>LAND BEFORE TIME!</b> (Dinosaurs to Stone Age)	<b>LONDON'S BURNING!</b> (Great Fire of London)	<b>ALL AT SEA!</b> (Seaside / Titanic)	<b>DISNEY'S WORLD</b>
Year 3	<b>CAPTAIN CAVEMAN!</b> (Stone Age to Iron Age) CH, S, SD  How was life different in the Stone Age? What do we know about the Stone Age?	<b>AMAZON ADVENTURE</b> (The Amazon & The Mayans) S, SD  What was important to the Mayans?	<b>SHAPING BRITAIN!</b> (Farming / Growing & Roman Britain) CH, S, SD  What have the Roman's left us?	
Year 4	<b>IT'S ALL GREEK TO ME!</b> (Ancient Greece) S, SD  Who was the most important Greek (real or mythical)? What have the Greeks left us?	<b>WE CAME! WE SAW! WE CONQUERED!</b> (Adventurers & Explorers) Saxons / Vikings / Tudors CH, CC, SD  What mattered most to the Anglo-Saxons? What made Vikings so powerful? How is England different now from the Tudor times?	<b>I'VE GOT A GOLDEN TICKET!</b> (Roald Dahl) CC, S  What was the most significant thing Roald Dahl did in his life? How did Cadbury factory affect the local area?	

Year 5	<b>A GREAT EXHIBITION (Victorian Britain)</b> CH, CC, C, S  How did the Victorian Period change the lives of people in Britain?	<b>SPACE RACE! (Alien Invasion)</b> CC, S  What was the most important reason that countries wanted to be first to the moon?	<b>IT'S A DISASTER! (Natural Disasters / Extreme Geography)</b> CC, C, S  How did the significant events impact on the local areas?
Year 6	<b>YOUR COUNTRY NEEDS YOU! (World War 1)</b> CH, C, S, SD  How did World War 1 change the lives of the people of Britain?	<b>WAR OF THE WORLDS! (World War 2)</b> CH, C, S, SD  How did World War 2 change the lives of the people of Britain?	<b>OUR PAST - YOUR FUTURE!</b> CC, C, SD  Would you rather be British in Modern day England or a person from the time period you are studying?

### **IMPACT in History:**

### **Assessment, Recording and Monitoring:**

1. Assessment records should include all information required by the National Curriculum, Early Learning Goals in Reception and Development Matters in Nursery in accordance with the school policy.
2. Written/visual/audio recordings of work completed in History should be made, wherever possible.
3. Written work will be marked as directed in the school marking policy.
4. Knowledge Organisers will be used from January 2020 to focus on up to six key areas of learning for the unit studied. The Knowledge Organisers also include assessment questions for the unit.
5. History Subject Leaders will be responsible for monitoring the planning and delivery of history throughout the school at work scrutinies.
6. Children's progress will be entered and monitored on DCPro on a termly basis.

**Sally Sykes, Eleanor Blackburn – January 2020**