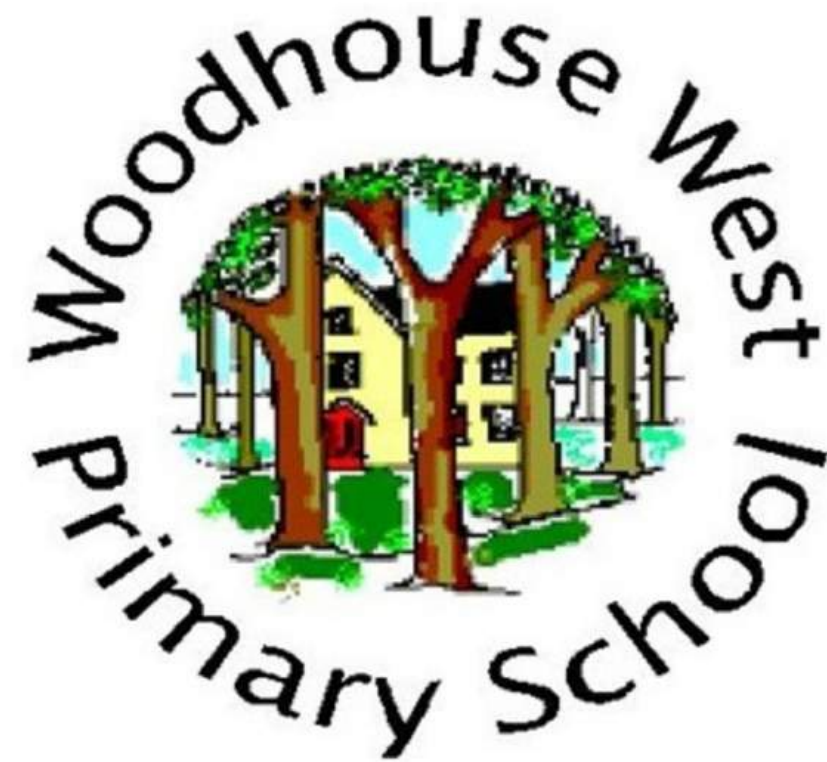


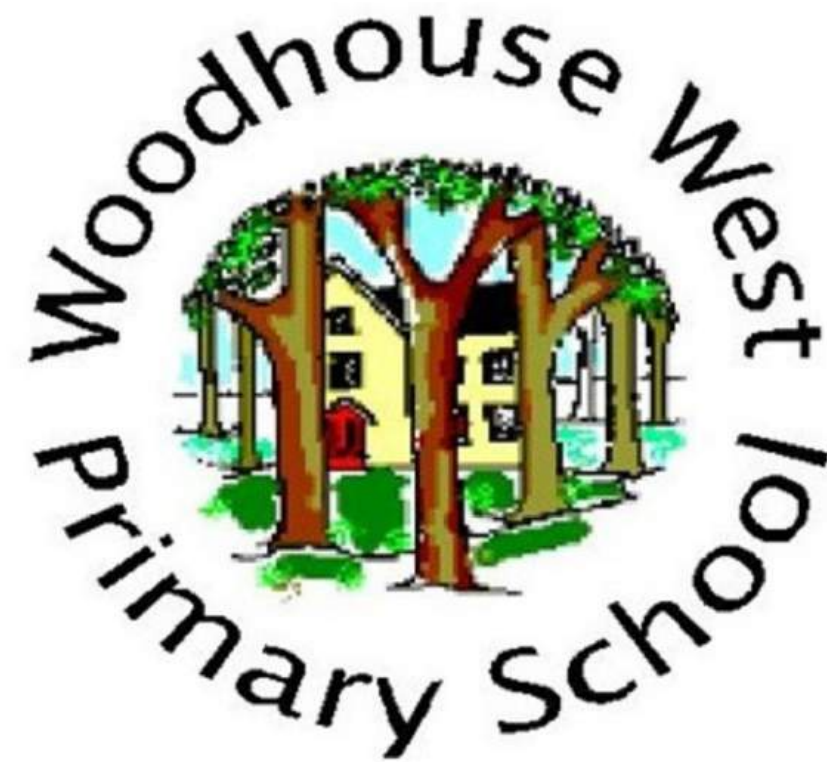


Curriculum
Progression
Document

History

Contents

- Woodhouse West Primary School Curriculum Intent
- History and The Early Years Foundation Stage
- Meeting the statutory requirements of The Primary National Curriculum
- Whole school programme of study
- Progression in historical knowledge, skills and understanding



History
Curriculum
Intent

Woodhouse West Primary School- Intent

Woodhouse West Primary Curriculum Intent

As a school, we strive to create learning that promotes children's interests and allows them to learn about the world around them. We develop their skills within different subject areas through a shared context.

Our curriculum;

- is ambitious and designed to give all children the knowledge and skills they need to succeed in life
- has high expectations for all children, including those with special needs and disabilities
- ensures that children study a broad and balanced curriculum by teaching a range of subjects
- is coherently planned and sequenced so children can embed and use their knowledge and skills fluently
- extends beyond academic to provide opportunities for every child to develop and discover their character, interests and talents
- is closely linked to the school's core values
- encourages children to value the Woodhouse community
- prepares children for life in modern Britain, developing their understanding of fundamental British values and equipping them to be responsible, respectful citizens

History Subject Intent

We want our children to gain a coherent understanding of Britain's past and that of the wider world. Our language rich curriculum should inspire the children's curiosity to know more about the past. Children should ask perceptive questions and think critically using sources of evidence to support their opinion. They should understand how people's lives have changed through innovation and invention, how societies functioned, and the challenges that were faced during conflict.

Essential Characteristics in the Subject

- 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.

Woodhouse West Primary School- Aspirations

Aspirations for the future;

At Woodhouse West, we are always thinking about how to prepare our children for the next stage in their learning journey and beyond. We like to talk to the children about their aspirations and take the time to consider the jobs that a range of the foundation subjects are needed for.

Here are some of the jobs you could aspire to do in the future as an Historian:

- Member of Parliament
- Museum curator
- Archaeologist
- Tour Guide

For more careers, visit the First Careers website to learn more about different job roles linked to your favourite subjects



Member of Parliament



Museum
curator



Tour guide



Archaeologist

Woodhouse West Primary School- Enrichment

Wider Curriculum Opportunities & Cultural Capital

Our curriculum extends beyond the National Curriculum and includes a wide range of enriching experiences and opportunities both within and beyond the school day. This can include a programme of lunch-time and after-school clubs, that support the core curriculum offer, as well as those whilst also extending the range of children's experiences (Cultural Capital). A primary focus of our curriculum is to raise aspirations, engender a sense of personal pride in achievement, and provide a purpose and relevance for learning.

The school takes pride in providing a highly inclusive environment, where learners demonstrate high levels of enjoyment in their education and make very good progress across the curriculum. Children at all levels are helped to achieve their potential. Those who are most able are challenged and supported through being offered tasks which provide opportunities for greater depth and those who can struggle are encouraged and given targeted support to embed skills, to develop at their own pace or simply to learn in a style that best suits their individual needs.

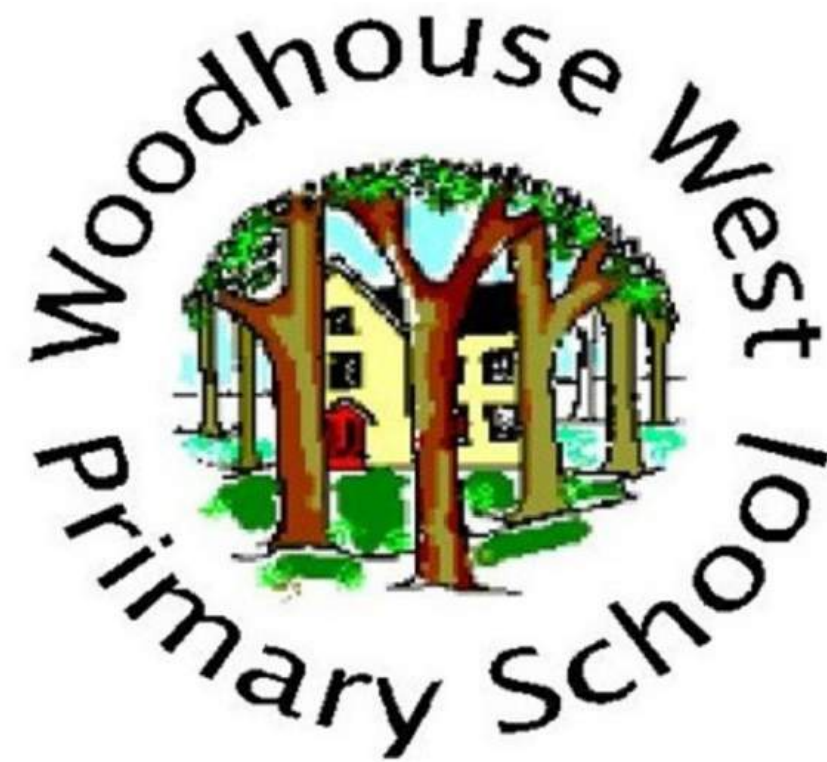
We also provide further opportunities to enhance children's learning wherever possible. These can include:

Whole School Theme Days/Weeks Throughout the year, themed days/weeks are woven into the curriculum to extend the breadth and balance of opportunities we offer our pupils. These include, Anti-bullying Week, eSafety Day, World Book Day, Family Fun Fit day, an Enterprise topic culminating in a Summer Fair, Science Week, Curriculum weeks, Red Nose Day and Comic Relief.

Educational Visits and Residential

School trips and visits are an integral part of the education of children at Woodhouse West Primary. We value the opportunities such visits offer our pupils and the commitment of staff and adults undertaking them. Trips include class visits aimed at bringing learning alive and providing first-hand experience and bringing learning alive; extra-curricular outings such as activities with the school choir or sporting events; and attending or taking part in performances or competitions.

Children in Years 2, 4 and 6 take part in residential visits. These are planned to provide new and exciting experiences. Children in Year 2 and Year 4 go on a residential visit and our Year 6 young people take part in an outdoor pursuits residential where they experience a range of activities such as orienteering, climbing, abseiling, raft building, archery and lots more.



History and the National Curriculum

Developing Early
Historical Skills

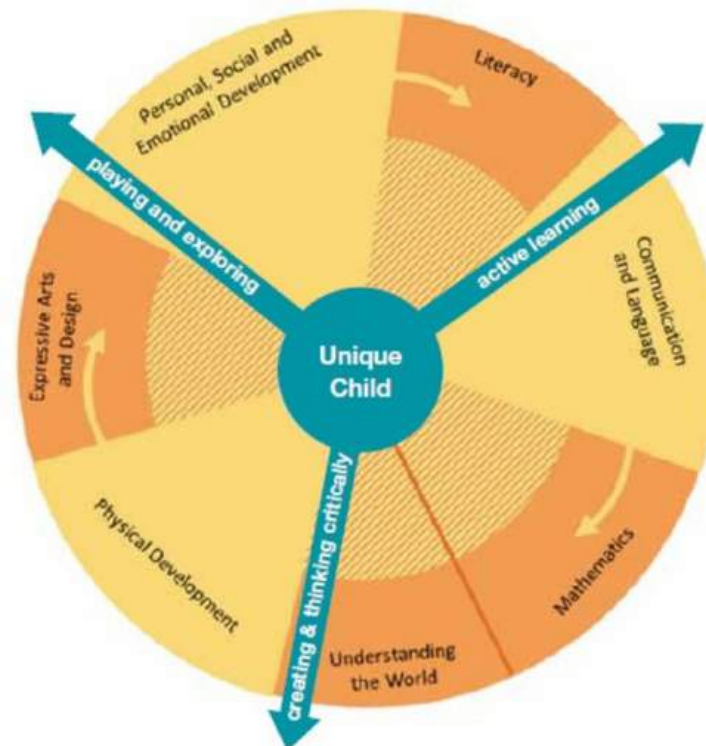
Developing Early Historical Skills

The Unique Child reaches out to relate to people and things through the **Characteristics of Effective Learning**, which move through all areas of learning.

- playing and exploring
- active learning
- creating and thinking critically

Children develop in the context of relationships and the environment around them.

This is unique to each family, and reflects individual communities and cultures.



Prime areas are fundamental, work together, and move through to support development in all other areas.

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Specific areas include essential skills and knowledge for children to participate successfully in society.

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

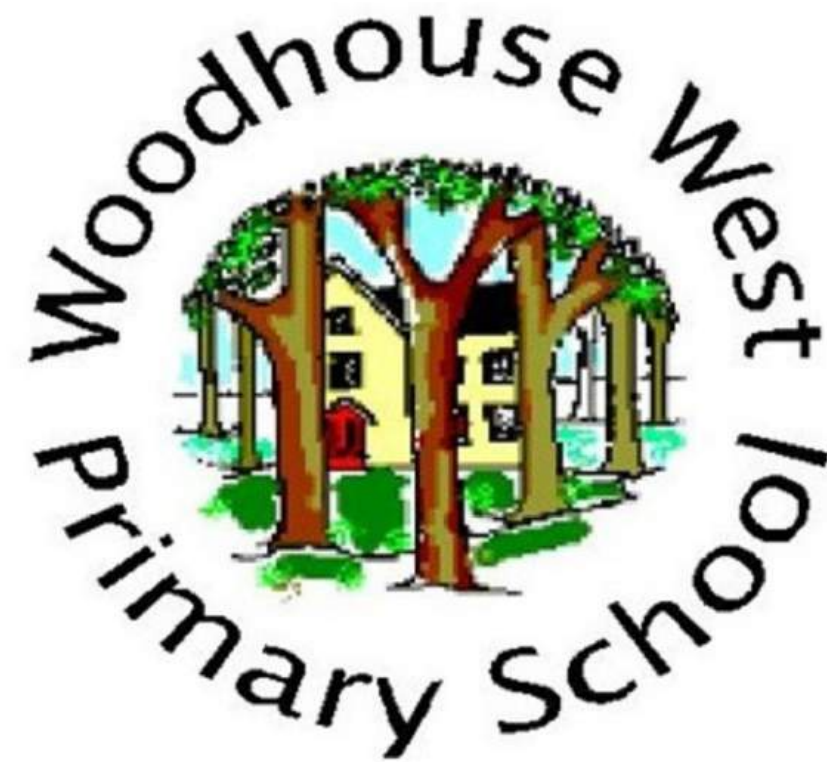
Each area of the EYFS curriculum has an Early Learning Goal, which is the standard that a child is expected to achieve by the end of their reception year. The ELG (Early Learning Goals) covers all of the 7 areas of learning as specified in the Early Years Foundation Stage Curriculum.

The following link to the teaching and learning of history in our EYFS:

ELG 13: Understanding the World: Past and Present

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.



History and
the National
Curriculum

History and the National Curriculum: Key Stage One

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils should be taught about:

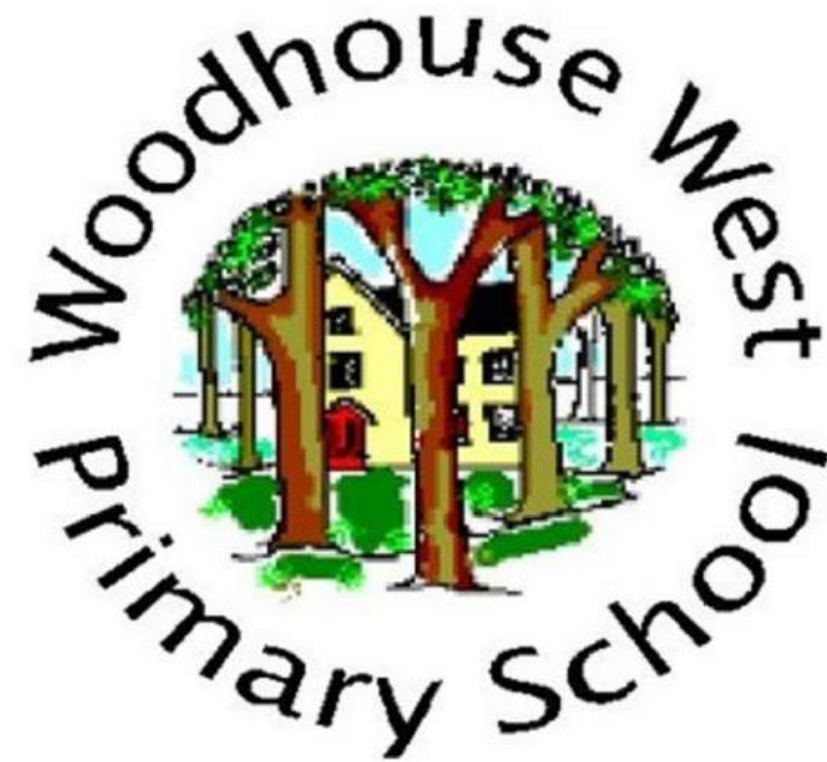
- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries].
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell].
- Significant historical events, people and places in their own locality.

History and the National Curriculum: Key Stage Two

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age.
- The Roman Empire and its impact on Britain.
- 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.
- A local history study.
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.
- Ancient Greece – a study of Greek life and achievements and their influence on the western world.
- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.



Implementation of Whole School History

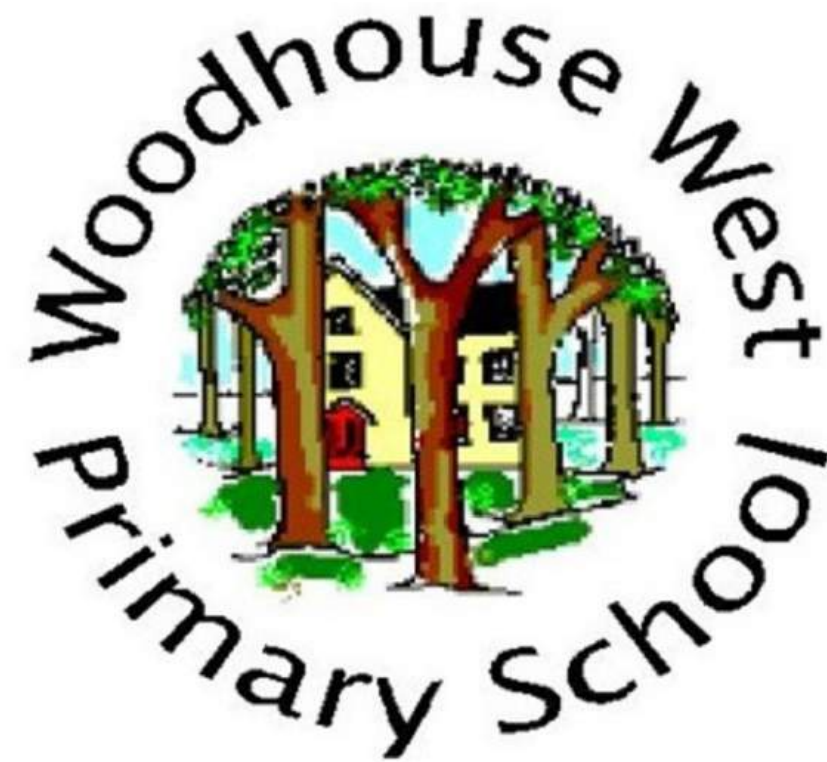
Programme of Study

Woodhouse West's History Programme of Study

		Key Concept		
Year Group	Enquiry Question	Power & Conflict 	Innovation & Invention 	Society 
1	What was it like growing up in Sheffield in the past?			
1	How did Mary Seacole and Florence Nightingale change hospitals?			
1	How did safety at sea improve after Grace Darling?			
2	Should we remember the 5th of November?			
2	Who/what was responsible for the sinking of the Titanic?			
3	Which age was best to live in? (Stone, Bronze or Iron)			
3	Why is Sheffield known as the City of Steel?			
3	Should the Ancient Egyptians be proud of their pyramids?			
4	How did the Greeks influence the Western world?			
4	The Romans- friends or foe?			

Woodhouse West's History Programme of Study

		Key Concept		
Year Group	Enquiry Question	Conflict & Power 	Innovation & Invention 	Society 
5	Would you rather be an Anglo Saxon or a Viking? Why?			
5	Who was the real Henry VIII?			
6	How did the war change children's lives in Sheffield?			
6	Does the punishment fit the crime?			
6	The Mayans; Savage or civilised?			



Implementation of Whole School History

Progression of
Knowledge & Skills

Progression of Knowledge & Skills- Concepts

At Woodhouse West, we aim to develop the following concepts through the progressive teaching of historical knowledge, skills and understanding. These concepts are based on the requirements of the National Curriculum Programme of Study for Key Stage One and Key Stage Two.

Pupils will learn how historians use sources to investigate and interpret the past. They will develop a sense of chronology to ensure they develop a secure understanding of the sequence of historical periods and key events within a period. They will use the key concepts as different lenses to focus their learning on important aspects of different historical periods and make links and comparisons within and between different periods in history. They will learn how communicate their ideas orally and in writing in an appropriate historical style.

History Concepts

- **Society**

Pupils will learn about and make comparisons between different civilisations and societies through history. They will learn about key aspects such as architecture, art, civilisations, societies, homes, religion, settlement, games and sports.

- **Innovation and Invention**

History has been driven by innovation and we believe it is important that our children recognise this. Children will be able to identify how the innovations of the time affected and changed society. In turn, this allows the children to assess the impact of new inventions and consider how new technologies may affect and change our society today.

- **Power and Conflict**

Throughout history, major changes have occurred as a result of significant events including war and invasion. Pupils will look at the reasons why these happened and the impact they had. They will learn about conquest, invasion, defence, occupation, the military and war.



Implementation

Progression of Knowledge- Key Stage One

	Year 1	Year 2
Autumn 1 or 2	What was it like growing up in Sheffield in the past? Key concept: Society Substantive knowledge: • Shopping relied upon smaller independent businesses rather than shopping centres and supermarkets. • People had less access to technology in their own homes and in everyday life. • People spent their spare time doing more active things and made their own entertainment. • School life had more rules and children had less choice.	Should we remember the 5th of November? Key concept: Conflict and power Substantive knowledge: • The Gunpowder Plot was a plot to kill King James I and his government by blowing up the Houses of Parliament. • Guy Fawkes was arrested on 5th November 1605 • James I was King at the time & Catholics were treated unfairly. • We light fires and set fireworks off to remember this event

Progression of Knowledge- Key Stage One

	Year 1	Year 2
Spring 1 or 2	How did Mary Seacole and Florence Nightingale change hospitals? Key concept: Society Substantive knowledge: • Mary Seacole and Florence Nightingale were nurses from the past. • Both helped soldiers in the war when they became injured/sick. • From their work, hospital conditions improved, and fewer people died. This work is continued today	Who/What was responsible for the sinking of the Titanic? Key concept: Innovation/Invention Substantive knowledge: • Titanic was built by a company called White Star Line. She was completed and ready for the ocean on 31st March 1912. • It was famous because it was the biggest, most impressive, and luxurious ship of the time. It was designed to be unsinkable. • It sank due to hitting an iceberg on its maiden voyage. • It was a tragedy because many people died as there were not enough lifeboat.

Progression of Knowledge- Key Stage One

	Year 1	Year 2
Summer 1 or 2	How did safety at sea improve after Grace Darling? Key concept: Innovation/Invention Substantive knowledge: • Grace was the daughter of a light housekeeper. • Grace and her father used a small wooden boat to rescue people from a shipwreck. • The RNLI was founded in 1824. • Safety at Sea began to improve as a result- life jackets were created, and boats became steam driven then later became motorised.	

Progression of Knowledge- Key Stage Two

	Year 3	Year 4	Year 5	Year 6
Autumn 1	Which age was best to live in? Key concept: Innovation/Invention Substantive knowledge: • Between 10,000BC-43AD, the Stone Age, Bronze Age and Iron Age occurred. • In the Stone Age people were hunter gathers and had minimal tools to use • In the Bronze Age, people started to use bronze to make tools and began to settle and become farmers. • In the Iron Age, larger settlements were formed, and weapons and tools became more advanced.	How did the Greeks influence the Western world? Key concept: Innovation/Invention Substantive knowledge: • The Greeks invented many things that are still used in society today, for example, the alphabet, democracy, and Olympic games. • The two most powerful Greek cities were Sparta and Athens. Athens was a democracy and Sparta was ruled by the military. • Major sporting events in the Western world derive from the Ancient Greeks e.g. Olympics & Marathons	Would you rather be an Anglo Saxon or a Viking? Key concept: Power and Conflict Substantive knowledge: • Anglo Saxons were invited by the Romans to fight the Picts and Scotts. • When the Romans were ordered to return to the Empire, Anglo Saxons took over the East of England, Britons remained in the West (410AD) • More Anglo Saxons travelled to Britain to settle as farmers and established villages across the East. • Vikings invaded by sea in Longboats because they wanted gold from the monasteries. • Because King Alfred of Wessex was a strong king, he stopped the Vikings taking over all of Britain and they settled in their own area called the Danelaw. • In 1066 the Normans invaded and won the Battle of Hastings, and a new age of Norman rule began.	How did the war change people's lives in Sheffield? Key concept: Power and Conflict Substantive knowledge: • Sheffield was a target in WW2 due to the steel industry. It was bombed heavily between 12th Dec-15th Dec 1940. This was known as the Sheffield Blitz. • Children were evacuated to Lincolnshire, Leicestershire, and Nottinghamshire to keep them safe from air raids. • WWII started on 1st September 1939 to 2nd September 1945 • The war started because Hitler wanted to make Germany a 'great' nation again • The Allies forces included Great Britain, France, The Soviet Union, China and The United States of America • The Axis powers were Germany, Italy, and Japan

Progression of Knowledge- Key Stage Two

	Year 3	Year 4	Year 5	Year 6
Autumn 2	Why is Sheffield known as the City of Steel? Key concept: Innovation/Invention Substantive knowledge: • Steel production was an important part of life in Sheffield as one of the biggest employers of local people. • Demand for steel changed over time (train tracks, cutlery, munitions, ship building) • During the war, Sheffield became a target due to producing steel. • Lots of jobs within the industry were lost due to the government led by Margaret Thatcher as they closed factories down.			Does the punishment fit the crime? Key concept: Society Substantive knowledge: • The definitions of crime and punishment have changed over time and in the present day vary depending on society. • The judicial system was formed to create a framework for justice. • Anglo-Saxons – If a court found you guilty you could be sold into slavery, exiled or executed. If there weren't enough witnesses to find a person guilty you would go through a trial by ordeal (2 tests). If you passed this, it was believed you were protected by God. • Tudors- Capital punishment was when people were sentenced to death for crimes such as treason. This was often public hanging. Corporal punishments were cruel and humiliating (flogging and branding) and were designed to scare people to do what the Tudors wanted. • In the 1800s, the Metropolitan Police were formed. Prison became the main form of punishment. Youth prisons were created to deal with younger offenders. • anyone accused of a crime would be put in a 'lock-up' until they could see a magistrate who would decide whether they could be released or if they needed to be sentenced by a judge.

Progression of Knowledge- Key Stage Two

	Year 3	Year 4	Year 5	Year 6
Spring 1 or 2	Should the Ancient Egyptians be proud of their pyramids? Key concept: Society Substantive knowledge: • Ancient Egyptians were one of the earliest civilisations in the world from 2950BCE to 30BCE. • Ancient Egyptians believed in many gods and goddesses who ruled different aspects of their lives. • The pyramids were enormous structures that were built as tombs for the Pharaohs which are still standing today. • Egyptian society consisted of Pharaohs, Government, priests, scribes and soldiers, merchants & slaves.	What makes an Empire? Key concept: Power and Conflict Substantive knowledge: • Romans invaded many countries around Europe including Britain. • Boudica leads the Celts in revolt against the Romans but was unsuccessful. • Romans introduced many positive changes such as roads, towns, architecture, and mosaics which are still evident today.	Who was the real Henry VIII? Key concept: Society Substantive knowledge: • Henry VIII's reign was between 1509-1547. Henry died in 1547 at the age of 55. • In his youth he was athletic, musical, and highly intelligent- He was extremely fond of hunting and tennis. • The Tudor era was a time of great change- Henry wanted to show off all his wealth and built many magnificent palaces. • Henry is known for being a ruthless King who ruled with an iron fist. • During his reign, Henry brought about the English Reformation • Over the course of his reign, he had six wives.	The Mayans; Savage or civilised? Key concept: Society Substantive knowledge: • The Maya was an ancient civilisation in Mesoamerica (Central America) that existed from 2000BC to approximately 1697AD. • Ancient Maya had a clear social hierarchy formed. • The Maya lived in many city states and each city state had its own ruler. • Religion was very important to the Ancient Maya, evidenced by their impressive temples. They worshipped many gods. • They would offer blood sacrifices in order to keep their gods happy. Continue this topic during Summer 1

Progression of Skills- Chronology

	EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Chronology involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places	Nursery and Reception - I can use simple language relating to time - I can put events in order	Year One - I can use words and phrases like before, after, past, present, then and now. - I can sequence events from within living memory on a timeline. Year Two - I can order events on a timeline beyond my lifetime. - I can sequence events that occurred during a historical period.	Year Three & Year Four - I understand the difference between BC, AD, BCE and CE. - I can place dates and events on a timeline for a historical period. - I can place key events from a period of history on a timeline in relation to one other period of history.	Year Five & Year Six - I can use more accurate dates when describing and sequencing events. - I understand the chronology of key events in periods I am studying and how this relates to other key periods in history. - I can summarise and evaluate events on a timeline in relation to key concepts or theme (e.g. invaders, war, industry, and technology.)

Progression of Skills- Sources and evidence

Progression of Skills- Sources and evidence				
EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two	
Build an understanding of way the past is constructed through sources of evidence	Nursery and Reception I can find out about things that have happened in my life by asking questions and looking at pictures.	Year One and Year Two I can research the past using a variety of secondary sources.	Year Three & Year Four - I can explore a range of secondary sources and can differentiate between fact and opinion. - I can present the information I have learnt in a variety of ways. - I can use research skills to find answers to specific historical questions about our locality. - I know the difference between primary and secondary sources. - I can explain how historical artefacts can be used to help build up a picture of the past.	Year Five & Year Six - I can evaluate the usefulness of primary and secondary sources in historical enquiry. - I can use of range of information, including my own research to present a historical argument. - I understand that some sources include facts and opinions and different evidence can lead to different conclusions.

Progression of Skills- Historical significance

	EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Why some events or people are deemed to be significant by historians.	Nursery and Reception • I can recognise and describe special times or events for me, my friends or family.	Year One and Year Two • I can explain how historical events and people changed things	Year Three & Year Four • I can identify historically significant people and events and their impact.	Year Five & Year Six • I am aware of some pivotal events and people in British history. • I can evaluate the impact of key historical people and events.

Progression of Skills- Historical interpretation

	EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Understand that history is not black and white but rather shades of grey. There are no right answers but rather different versions of the truth.	Nursery and Reception • I can identify similarities and differences • I can begin to ask and answer 'how' and 'why' questions in response to stories and events	Year One and Year Two • I can sort artefacts, photographs and facts using the terminology "then" "now" 'new' and 'old' • I can compare small details from a range of artefacts, photographs and facts. • I can show an awareness of other peoples' (and key individuals) opinions and values.	Year Three & Year Four • I can understand that there is often not a single answer to historical questions. • I can show knowledge and understanding of some of the main events, people and changes studied.	Year Five & Year Six • I can understand different ways the past has been represented and why there are different versions of the past. • I can explore alternative points of view in history and compare different versions of the same story.

Reading in History

At Woodhouse West, reading is at the heart of the curriculum. It is our intent to ensure that every child not only develops the skills of reading but also a love of reading that will last them a lifetime. Our children read at home and school for pleasure, for information and to expand and enhance their knowledge and understanding across all subjects. Our children not only learn to read, they read to learn. Appropriate opportunities are taken to enhance children's learning in history through reading with the use of high-quality texts across a wide range of genres. These are matched to each topic in each year group, in order to impact on learning in the following ways:

- Knowledge of an extensive and subject-specific vocabulary.
- Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.
- The motivation to read for both study and for pleasure.
- Extensive knowledge through having read a rich and varied range of texts.
- Strong phonic knowledge and skills.
- A strong comprehension of texts.
- 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.
- The ability to think, reflect, debate, discuss and evaluate processes (both human and physical).
- 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

Implementation

SMSC in History

SMSC within the curriculum

SMSC is not a lesson which is taught in isolation, it is interwoven throughout our curriculum. History naturally provides rich opportunities for learning about the progression of people's rights around the world and how these were achieved. There are clear links with global citizenship, sustainable development and similarities and differences across the world. Staff are able to enhance teaching and learning by modelling respectful language and attitudes and making strategic decisions about the content of curriculum lessons that involve the children. Where appropriate, particular articles or areas of SMSC are linked to areas of history to provide children with a broad knowledge and understanding.

What impact does this have?

Due to the fact SMSC development is integrated into our broad and balanced curriculum, children understand the importance of their SMSC key skills and it becomes a fundamental part of our school ethos. We have found that bringing a SMSC perspective to areas of the curriculum can enhance and enrich learning and instil a respectful ethos within our school. By ensuring that children have a rich SMSC understanding, we ensure that they are ready to embrace the challenges of creating a happy and successful adult life in modern Britain.

Implementation