

History Intent

At Winford C of E Primary School, all children are historians. We provide a high-quality history education to help pupils gain coherent knowledge and understanding of Britain's past and that of the wider world. Teaching equips pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. Pupils use rich and varied sources and artefacts to piece together the complex story of humanity and make connections between the past and their lives in the present day. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. We want pupils to understand that History matters because it defines who we are, our values, our interconnectedness, our experiences and the lens through which we individually view the world. It is powerful because it provides us with detailed insight into the possibilities of the future and builds cultural capital for every child.

Knowledge Choice

Teaching of historical knowledge and historical skills and concepts must be carefully blended into all planning and teaching of the subject. When these aspects of History are thoughtfully combined in the appropriate balance, pupils' are able to make good progress and become adept historians. Becoming an effective and skilful Historian requires pupils to powerfully develop their historical knowledge and their understand of historical processes such as researching, communicating and understanding historical concepts of change, continuity, causation, consequence, similarity, difference and significance.

Winford's History curriculum consists of key areas of knowledge:

Historical Knowledge	
KS1 <ul style="list-style-type: none">• Changes within living memory. Where appropriate, these should reveal aspects of change in national life: Seaside holidays / Toys	KS2 <ul style="list-style-type: none">• Changes in Britain from the Stone Age to the Iron Age• The Roman Empire and its impact on Britain

<ul style="list-style-type: none"> • Events beyond living memory that are significant nationally or globally: The Great Fire of London/ Wright Brothers • 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): Mary Anning /Florence Nightingale and Mary Seacole • Significant historical events, people and places in their own locality: Isambard Kingdom Brunel 	<ul style="list-style-type: none"> • Britain’s settlement by Anglo-Saxons and Scots • Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • A local history study: Brunel and The Industrial Revolution • A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066: The Tudors • The achievements of the earliest civilisations: an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt • 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: TBC (Mayan Civilization c.AD 900)
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Historical Enquiry

Engaging pupils in valid historical enquiry or puzzling key questions through which the learning develops over a sequence of lessons.

<p align="center">Knowledge of:</p> <ul style="list-style-type: none"> ▪ People, events, situations and developments ▪ Chronology and characteristic features ▪ Historical terms <p>‘Now knowledge’ - that relates to a particular period or event being studied – reinforces knowledge from previous work to strengthen ‘hereafter knowledge’.</p>	<p align="center">Understanding of:</p> <ul style="list-style-type: none"> ▪ Evidence ▪ Interpretations ▪ Cause ▪ Change ▪ Similarity/difference ▪ Significance <p>Sequences of lessons always include objectives for developing pupils’ understanding of one or more of these elements to promote ‘hereafter knowledge’.</p>
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Communication

Lessons require pupils to **organise** and **communicate** their findings at the end of a learning sequence so that their learning gains coherence.

Progression in history involves developing historical perspective:

- Wider, more detailed and chronologically secure knowledge
- Sharper methods of enquiry and communication
- Deeper understanding of more complex issues and of abstract ideas
- Closer interrogation of history's key concepts
- Greater independence in applying all these qualities

End Points

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key stage 1

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

Key stage 2

- 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 of history they study.
- They should notice connections, contrasts and trends over time.
- Pupils should develop appropriate use of historical terms.

- Pupils 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.

As an historian leaving Winford, every child will:

- Know and understand some of the history of the British Isles as a coherent, chronological narrative from the earliest times through to the present day.
- Understand how people and events have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Be able to use a wide range of key historical vocabulary.
- Know and understand significant aspects of the history of the wider world including the nature of ancient civilisations, the expansion and dissolution of empires, characteristic features of past non-European societies and the achievements and follies of mankind.
- Gain and apply an historically grounded understanding of first order concepts such as empire, civilisation, monarchy, parliament and peasantry.
- Have an understanding of second order concepts such as continuity and change, cause and consequence, and difference and significance.
- Use second order concepts to make connections, draw contrasts, analyse trends, frame and devise historically valid questions across different periods of history.
- Use their historical knowledge to create their own structured accounts including narratives and analyses.
- Understand methods of historical enquiry, including how evidence is used and examined rigorously to make historical claims and discern how and why contrasting viewpoints and interpretations of the past have been constructed.
- Develop historical perspective by applying their growing knowledge to different contexts and understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious, spiritual and social history, and between short and long term timescales.

- Have a growing curiosity about the past and aspire to learn more about History through further study, reading and research.
- Understand that history is the story of humanity and thus, will be interpreted through varying frames of reference and personal experience.
- Know that a grounded understanding of history is essential in building cultural capital.
- Know that they have the power to influence and impact what happens in their futures.