



## Subject: HISTORY

### RATIONALE FOR OUR HISTORY CURRICULUM AT WHITE MEADOWS:

For White Meadows' pupils, the History Curriculum will inspire the children's love of learning of the past, in their local area, Great Britain and around the world. Across the school, teaching will seek to instil high levels of confidence, inspiration and enjoyment of History learning in all of its forms, through concrete, practical and research skills.

As a school, we have the following aims for the learning of History for all children:

- The Curriculum will strive to enrich their vocabulary along with speech and language skills; to include abstract historical terms, allowing them to consolidate their learning and develop the ability to express their understanding, including their own historically based opinions.
- History at White Meadows will teach key concept skills such as chronology, posing historically valid questions and analysing trends in the past, which affect our lives today and have shaped our nation.
- It will give them the ability to understand how Historians and Archaeologists discover information about the past and how such information should be presented to a wider audience.
- They will also be given the skills to evaluate how and why events change over time from the beginnings of prehistory to the present day.
- Our History curriculum will strive to ensure that all children are encouraged to experience History in a practical manner, in order to allow them to embed knowledge and become lifelong learners.
- Children can experience what Historical and Archaeological professions are like in order to understand why History is relevant in our modern world.
- For our SEND students, practical History learning will provide the opportunity for success, through mediums not normally included in English, Maths or reading lessons. Sequencing stories, handling artefacts, finding evidence and discussing similarities and differences are skills which can provide all with an avenue to achievement.
- To enrich our students we offer an archaeology club as well as special historical events (such as Geophysical surveys and archaeological excavations) throughout the year, which seek to extend our inspiring historians.
- As a school we strive to draw on inspiring local resources and to create links with as many local museums and historical professional bodies as possible in order to give our curriculum a practical context.

Teachers use a wide variety of resources within the school to show the children how Historical information can be collected and understood. Each new concept will be introduced after a recap of previous learning to ensure a solid, embedded curriculum. Each year group has a set of key Historical vocabulary to be taught; this progression consolidates the previous year's understanding, whilst adding new words to the pupils' vocabulary. In this way, learning is built year on year with the children's full understanding and participation so that by the end of Year 6, a complete coverage of the curriculum will have been achieved. Topics are chosen to be taught throughout the year depending on access to resources, such as museums. Trips can therefore be planned to add to the historical experience.

Collectively these history skills will prepare all children for the secondary curriculum they will encounter and set them on the path to enjoy their own historical research as adults.

<u>Year Group</u>	<u>Knowledge</u> *See non-negotiable 'sticky skills/knowledge' focus in green	<u>Skills</u> *See non-negotiable 'sticky skills/knowledge' focus in green	<u>Vocabulary</u>	<u>Club/Visit/Expert</u>	<u>Inspirational People</u>
Early Years	<ol style="list-style-type: none"> <li>1. Understand events can happen now, in the past and in the future</li> <li>2. To compare themselves with others</li> <li>3. To be able to recognise chronology within their own family (grandparent- parents- them)</li> </ol>	<ol style="list-style-type: none"> <li>1. Children talk about past and present events in their own lives and in the lives of family members</li> <li>2. To be able to sequence events</li> <li>3. They know about similarities and differences between themselves and others, and among families, communities and traditions.</li> </ol>	<ul style="list-style-type: none"> <li>• Family</li> <li>• Me</li> <li>• Now</li> <li>• Next</li> <li>• Then</li> <li>• After</li> <li>• Today</li> <li>• Tomorrow</li> <li>• Yesterday</li> </ul>		<p>Emily Gravett - Read her stories and look at how her life or her characters' lives compares to theirs.</p> <p>Look at her illustrations. Cave baby. How is he similar or different to us.</p>
Year 1	<ol style="list-style-type: none"> <li>1. To know about historical chronologies, that my life is a time-line and that time leads back to the dinosaurs and beyond (Autumn 1).</li> <li>2. To understand changes within living memory.</li> <li>3. To investigate the dinosaurs and events beyond living memory (Autumn 1).</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop an awareness of the past.</li> <li>2. Use common words and phrases, relating to the passing of time.</li> <li>3. Develop an understanding of chronology.</li> <li>4. Identify similarities and differences between their lives and the past.</li> <li>5. To use a wide vocabulary relating to their historical topic.</li> <li>6. To ask and answer questions.</li> </ol>	<ul style="list-style-type: none"> <li>• Time</li> <li>• Past</li> <li>• What happened?</li> <li>• What's the same?</li> </ul>	Summer 1 - Brighton Toy Museum	Verbally - Julia Donaldson - A biography of her life and the writing of her books (Spring 1).

	<p>4. To learn about the lives of significant individuals in the past, who have contributed to national and international achievements (Mary Anning - Aut 1, Florence Nightingale - Spring 2 and Guy Fawkes - Aut 2)</p> <p>5. To compare aspects of life in different periods (Toys - Summer 1).</p> <p>6. To learn about significant historical events, people and places in their own locality.</p>	<p>7. To think about ways we could find out about the past.</p> <p>8. Explore different ways in which the past is represented.</p>	<ul style="list-style-type: none"> <li>• What has changed?</li> <li>• Dinosaur names</li> <li>• Jurassic period</li> <li>• Fossils</li> <li>• Present</li> <li>• Future</li> <li>• Story</li> </ul>		<p>We want to inspire children with a local person who they enjoy reading and will inspire their writing and creativity.</p> <p>Art Link - Axel Sheffler, his life journey to the drawing of The Gruffalo (Spring Spring 2).</p>
<b>Year 2</b>	<p>1. To learn about an event beyond living memory that is significant nationally. (GFOL -Spring term)</p> <p>2. To learn about the lives of significant individuals in the past, who have contributed to national and international achievements. (Captain Scott, Amelia Earhart - Autumn term. Samuel Pepys, Christopher Wren - Spring term)</p> <p>3. To compare aspects of life in different periods. To understand ways of life have changed and evolved over time. (GFOL , fire service- Spring term. Circuses/funfairs - Summer term)</p>	<p>1. Develop and express their awareness of the past.</p> <p>2. Use common words and phrases, which articulate an understanding of passing of time.</p> <p>3. To understand where people and events fit within a chronology.</p> <p>4. To identify similarities and differences between ways of life between different periods of the past.</p> <p>5. To use a wide vocabulary of everyday, historical terms.</p> <p>6. To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p>7. To understand some ways in which we find out about the past.</p> <p>8. To identify different ways in which the past is represented.</p>	<ul style="list-style-type: none"> <li>• Similarities</li> <li>• Differences</li> <li>• Compare</li> <li>• History</li> <li>• Event</li> <li>• Order</li> <li>• Important</li> <li>• Timeline</li> <li>• Effect</li> <li>• Museum</li> <li>• Artefacts</li> </ul>	<p><b>Autumn 1</b> - RAF Virtual Visit</p> <p><b>Autumn 1</b> - Amberley Museum</p> <p><b>Summer 2</b> -Harbour Park, Water Lane park, beach trip and Paultons Park trip</p>	<p>Anita Roddick - The children will look at her life and her influence on the local area (Bodyshop).</p> <p>We want our children to understand and have pride in their local community, as <b>AR</b> was one of the first to prioritise animal welfare and the environment.</p> <p>The children will gain respect and an understanding of how to look after what is around them. <b>This will be taught at the end of the year to prep them for a good summer holiday.</b></p>
<b>Year 3</b>	<p>Children should be taught about the Anglo-Saxon and Viking raids, including the Viking invasions. The children should be aware that the Vikings were raiders but that there was much more to them than just raiding. Anglo-Saxon resistance, with Anglo-Saxon laws and justice. Children to understand the story of the Danelaw. Events up until Edward the Confessor and his death in 1066. The changing power of a monarch (Victoria)</p>	<p>1. To know and understand a basic chronology of the British Isles.</p> <p>2. To gain and deploy a historically grounded understanding of relevant terms.</p> <p>3. To have a basic understanding of similarity and difference and use their knowledge to frame historical questions.</p> <p>4. To experience different types of historical evidence.</p> <p>5. To gain a historical perspective of culture, social history and long and short-term time scales.</p> <p>6. To understand how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p>	<ul style="list-style-type: none"> <li>• Chronology</li> <li>• Historical</li> <li>• Historian</li> <li>• Past</li> <li>• Present</li> <li>• Similarities</li> <li>• Difference</li> <li>• Culture</li> <li>• Evidence</li> <li>• Influence</li> </ul>	<p><b>Autumn 2</b> - Victorian Day with an archaeologist</p> <p>(Next years planning to include a magic lantern show)</p> <p><b>Spring 1</b> - Viking Archaeology Day with an archaeologist</p>	<p>JM Barrie famously wrote some of his best know novels and plays in our local area and we want our children to understand the magic of the world around them.</p>

	<p>Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century (JM Barrie). A significant turning point in British History - The Railways</p> <p>The Victorians (Autumn 1) The Vikings (Spring 1)</p>		<ul style="list-style-type: none"> <li>• Queen Victoria</li> <li>• Monarch</li> <li>• Empire</li> <li>• Britain</li> <li>• Rich</li> <li>• Poor</li> <li>• Anglo saxon</li> <li>• Viking</li> <li>• Warrior</li> <li>• Longboat</li> <li>• Laws</li> <li>• Dane law</li> <li>• Pillage</li> </ul>	<p><b>Spring 2</b> - Butser Farm School Trip</p> <p><b>Summer 2</b> - Trip to local beach</p> <p><b>Archaeology Club</b> <b>Code Breakers Club</b></p>	<p>He will help our children to understand that no matter what happens in their lives there will always be something amazing if they work hard.</p>
<p><b>Year 4</b></p>	<p>1. To know the achievements of the earliest civilisations - an overview of where and when the first civilisations appeared and an in-depth study of one example. (Autumn Term)</p> <p>2. To know about the Roman Empire and it's impact on Britain, including: Caesar's attempted invasion in 55-54 BCE, the Roman Empire by 42CE and the power of it's army, successful invasion of Claudius and conquest, including Hadrian's Wall. (Spring Term)</p> <p>3. To know about Romano British resistance and the Romanisation of Britain. (Spring Term)</p> <p>4. To have an understanding of the Roman withdrawal from Britain in 410CE and the fall of the western Roman Empire. (Spring Term )</p>	<p>1. To know and understand a chronology of the British Isles and how it relates to the wider world.</p> <p>2. To know and understand significant aspects of history in a wider world context.</p> <p>3. To understand the expansion and dissolution of empires along with the achievements and follies of mankind.</p> <p>4. To gain and deploy a historically grounded understanding of abstract terms.</p> <p>5. To have an understanding of historical concepts such as similarity and difference, cause and consequence and the use their knowledge to frame historical questions, leading to writing their own historical accounts.</p> <p>6. To understand methods of historical enquiry.</p>	<ul style="list-style-type: none"> <li>• Chronological</li> <li>• Archaeologist</li> <li>• Significance</li> <li>• Expansion</li> <li>• Dissolution</li> <li>• Empire</li> <li>• Invasion</li> <li>• Gladiolus</li> <li>• Caesar</li> <li>• Consequence</li> <li>• Cause</li> <li>• Enquiry</li> <li>• Pharaoh</li> <li>• Hieroglyphics</li> <li>• Ancient</li> <li>• Scarab</li> <li>• Mummies</li> <li>• Civilisation</li> <li>• Excavation</li> <li>• Identification</li> <li>• Artefacts</li> <li>• Military</li> <li>• Conflict</li> </ul>	<p><b>Autumn 1</b> - Brighton Museum - Egyptian exhibition and workshop</p> <p><b>Spring 1</b> - Butser Farm</p> <p><b>Summer 2</b> - Arundel Castle</p> <p><b>Archaeology Club</b> <b>Code Breakers Club</b></p>	<p>Margarete Rule - She was one of the senior archaeologists on the Fisbourne excavation and went on to lead the Mary Rose underwater project. She was a trail blazer for equality in archaeology and one of the first female site directors. This will show our children why it is so important to value everyone.</p>
<p><b>Year 5</b></p>	<p>1. To know about changes in Britain from the Stone Age to the Iron Age: including hunter-gatherers, Neolithic early farmers and Bronze Age people.</p> <p>2. To explore key historical sites, such as Stonehenge.</p> <p>3. To learn about Bronze Age religion, technology and travel and it's transition into the Iron Age, including hill forts, tribal kingdoms, farming, art and culture.</p> <p>4. To know about the Mayan civilisation - a non-European society - that provides contrasts with British history.</p> <p>5. To undertake a study of an aspect or theme in British history that extends pupils chronological knowledge after 1066.</p> <p>Pre-history - Autumn 1 Mayans - Spring 2</p>	<p>1. To know and understand a chronology of the British Isles and how it relates to the wider world, including prehistory.</p> <p>2. To know and understand significant aspects of history in a wider world context, along with the characteristic features of past non-European societies.</p> <p>3. To develop their understanding of abstract terms.</p> <p>4. To have an understanding of historical concepts such as similarity and difference, cause and consequence, drawing contrasts and analysing trends, using their knowledge to frame historical questions, leading to writing their own historical accounts.</p> <p>5. To understand methods of historical enquiry, including how evidence is used rigorously to make historical claims.</p> <p>6. To gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional national and international history.</p>	<ul style="list-style-type: none"> <li>• Evidence</li> <li>• Antiquity</li> <li>• Pre-history</li> <li>• Features</li> <li>• European</li> <li>• Society</li> <li>• Palaeolithic</li> <li>• Mesolithic</li> <li>• Neolithic</li> <li>• Bronze age</li> <li>• Iron age</li> <li>• Connections</li> <li>• Relevance</li> <li>• Consequences</li> </ul>	<p><b>Autumn 1</b> - Prehistory Day with archaeologist</p> <p><b>Spring 2</b> - Maya Archaeology Day with an archaeologist</p> <p><b>Archaeology Club</b> <b>Code Breakers Club</b></p>	<p>Tim Peake - We look at space in year 5 science and complete biographies of Tim Peake's life. He grew up not far from our school and it is important for our children to see that they</p>

	Lights, Camera, Action - Summer 1		<ul style="list-style-type: none"> <li>• Hunter-gatherer</li> <li>• Excavation Site</li> <li>• Mayan</li> <li>• Methods</li> <li>• Meso-America</li> <li>• Tikal</li> <li>• Tribal</li> <li>• Technology</li> <li>• Kingdom</li> <li>• Pok-A-Tok</li> <li>• Chocolate</li> <li>• Religion</li> <li>• Culture</li> <li>• Timescale</li> </ul>		could aspire to be anything that they want to be.
<b>Year 6</b>	<p>1. To undertake a study of an aspect or theme in British history that extends pupils chronological knowledge after 1066.</p> <p>Suffragette movement - Spring 1 World War 2 - Summer 2 Civil rights movement - 1960s - Spring 1</p>	<p>1. To ensure all children have a full understanding of historical chronologies.</p> <p>2. To apply their understanding of abstract terms to justify their opinions of history.</p> <p>3. To have an understanding of historical concepts such as similarity and difference, cause and consequence, drawing contrasts and analysing trends, using their knowledge to frame historical questions, leading to writing their own historical accounts, written narrative and analysis.</p> <p>4. To understand methods of historical enquiry, including how evidence is used rigorously to make historical claims and why contrasting arguments and interpretations of the past have been constructed, including how evidence is used rigorously to make historical claims.</p> <p>6. To gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional national and international history; between cultural, economic, military, political, religious and social history; and between short and long-term timescales.</p>	<ul style="list-style-type: none"> <li>• Chronologies</li> <li>• Sequence</li> <li>• Contrast</li> <li>• Comparison</li> <li>• Account</li> <li>• Historiography</li> <li>• Cultural</li> <li>• Economic</li> <li>• Narrative</li> <li>• Analysis</li> <li>• Enquiry</li> <li>• Argument</li> <li>• Interpretation</li> <li>• Perspective</li> <li>• Context</li> <li>• Local</li> <li>• Regional</li> <li>• National</li> <li>• International</li> <li>• Political</li> <li>• Short-term</li> <li>• Long-term</li> <li>• Suffragette</li> <li>• Suffragist</li> <li>• War</li> <li>• Racism</li> <li>• Development</li> </ul>	<p><b>Spring 1 - Suffragettes dress up day.</b></p> <p><b>Summer 1 - WW2 Artefacts day</b></p> <p><b>Archaeology Club</b> <b>Code Breakers Club</b></p>	<p>Ian Flemming - As a naval intelligence officer in the war Flemming helped to set up number 30 commando unit in Littlehampton (1944) which we link with our WW2 topic based around the SOE agent Nancy Wake. These individuals will show our children that even in adversity amazing accomplishments can be made.</p>
<b>KS3</b>	<ul style="list-style-type: none"> <li>• The development of church, state and society in medieval Britain 1066-1509.</li> <li>• The development of church, state and society in Britain 1509-1745.</li> <li>• Ideas, political power, industry and empire: Britain 1745-1901.</li> <li>• Challenges for Britain, Europe and the wider world 1901 to the present day, including the holocaust.</li> </ul>	<ul style="list-style-type: none"> <li>• To know and understand the history of these isles in a coherent, chronological narrative.</li> <li>• Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires as well as characteristic features of non-European societies.</li> </ul>			

	<ul style="list-style-type: none"><li>• A local history study.</li><li>• The study of an aspect or theme in British history that consolidates and extends pupils chronological knowledge from before 1066.</li><li>• At least one study of a significant society or issue in world history and its interconnections with other world developments.</li></ul>	<ul style="list-style-type: none"><li>• Gain and deploy a historically grounded understanding of abstract terms such as 'empire' 'civilisation' 'parliament' and 'peasantry'.</li><li>• Understand historical concepts such as continuity and change, cause and consequence, similarity and difference and significance.</li><li>• Use understanding to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts.</li><li>• Understand methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</li><li>• Gain historical perspective by their growing knowledge into different contexts, understanding the connections between local, regional national and international history.</li></ul>		
--	--	--	--	--