



## **Welburn Community Primary School History Curriculum**

Our intent for history at Welburn Primary School is to develop children who :-

- wonder and are curious about the past.
- are able to enquire about the past, think critically and be evaluative.
- understand change and its causes and consequences.
- understand chronology, have a sense of time passing and can order time.
- Have a coherent narrative, knowledge and understanding of Britain's past and the wider world.
- know different historical sources and can use critically.
- can create their own structures accounts.
- have a sense of national pride and an understanding of English and Britishness.
- understand the diversity of societies and relationships between different groups.

To implement this we will:-

- use visits wherever possible
- use primary sources of evidence- archives, artefacts, photos etc
- teach pupils the knowledge and skills as per the National Curriculum Programmes of Study
- teach and use historical vocabulary
- allow pupils to enquire and explore whenever possible
- teach pupils chronology and a wide sweep of history for both this country and the rest of the world

## **Oak Class**

### **Early Years Foundation Stage**

Pupils will develop their understanding of past and present.

They will know some similarities and differences between things in the past and now.

They will talk about the lives of people around them and their roles in society.

Recall some important narratives, characters and figures from the past.

Stories/ books play a key role in this.

### **Key Stage 1**

#### **Year 1 and 2 (two year cycle)**

*Pupils should develop an awareness of the past and be able to use common words and phrases relating to the passing of time.*

*They should learn about some of the ways we learn about the past: primary sources such as photos, first hand accounts and objects and secondary sources such as books and stories.*

*They should be able to listen to stories about historical events and individuals.*

*They should be learning about chronological order.*

*They should be able to answer questions using some different sources and they should begin to ask questions about what they are learning.*

*They are able to see similarities and differences between ways of life in the past.*

*They should begin to communicate their learning in different ways including writing sentences by the end of KS1.*

#### **Changes within Living memory: Everyday objects including toys**

**3D: Patterning and Sequencing**

**Key Knowledge** that different sources such as objects, artefacts, photos and first hand accounts can be used to learn about the past; ordering chronologically.,

**Key Skills:** ordering objects chronologically based on observations ; asking questions; communication; cause and consequence; continuity and change; comparing objects.

#### **Resources**

<https://www.history.org.uk/primary/resource/9312>

Peepo Allen Ahlberg

Wilfrid Gordon MacDonald Partridge Mem Fox

Major Glad, Major Dizzy Jan Oke

Maisy Goes to the Museum Lucy Cousins

Lost in the Museum David Lucas

## **Significant historical events, people and places in their own locality:**

### **Transport and the coming of trains to Welburn**

**3D:**Enquiry; Local Area

**Key Knowledge:** the invention of trains and other transport; impact on Welburn and significance of this.

**Key Skills:**chronology of inventions; how did inventions change Welburn – what was different what stayed the same; what was the significance of inventions; what sources and evidence is there.

#### **Resources**

<https://www.history.org.uk/primary/resource/7536> (KS2 scheme but helpful)

Digimaps

Local area

### **Lives of significant individuals :Explorers**

**3D thread** enquiry

**Key Knowledge:** achievements of explorers around key events/ lives such as Ibn Battutu, Columbus, Marco Polo, Captain Cook, Neil Armstrong etc

**Key Skills:** how individuals have been represented and interpreted; using stories to help understand events and individuals; give causes and consequences of events; make judgements of significance of individuals; present learning.

#### **Resources**

<https://www.history.org.uk/primary/categories/177/resource/7484>

### **Events beyond living memory: The Great Fire of London**

**3D:**

**Key Knowledge:** events before,during and after the fire.

**Key Skills:**understand different viewpoints and interpretations of the event both contemporary and more recent; answer questions; know causes and consequences of the fire; identify changes from this and begin to evaluate; know about different sources; communicate learning.

#### **Resources**

<https://www.history.org.uk/primary/categories/207/resource/7198>

Great Fire of London Liz Gogerly

Fourteen Rats and a Rat-Catcher Tamsin Cole

## **Key Stage 2**

### **Beech Class – Year 3 & 4 (two year cycle)**

*In Beech Class pupils begin to study history further away both in time and place.*

*They should begin to ask as well as answer questions about the past.*

*They develop an understanding of how the past can be represented or interpreted in a few different ways.*

*They should be able to compare across time and cultures and see relationships between these.*

*They should be able to place events and people on a timeline and know BCE and CE.*

*They should now be developing their communication so they can produce short pieces of writing about their learning alongside other means of communication.*

### **Changes in Britain from the Stone Age to the Iron Age**

**3D:** enquiry; Local Area.

**Key knowledge:** BCE; key features and technological developments of Stone Age, Bronze Age and Iron Age ; the Starr Carr finds and site.

**Key Skills:** ordering periods; answering questions about the past and forming own; cause of changes and the consequences; change and continuity; comparing different Ages; using archaeological sources and evidence.

**Resources:**

<https://www.history.org.uk/primary/resource/7537>

Starr Carr loan box York Archaeological Society

### **Roman Empire and its impact on Britain**

**3D:** enquiry; trade; society; power.

**Key Knowledge:** CE; why Britain was conquered; importance of trade; resistance of Boudica etc; Romanisation of Britain; relevant aspects of Roman culture and society; legacy of Roman occupation.

**Key Skills:** continuity and change ;significance of Roman Occupation; cause of invasion and consequence; communication; how the Roman Occupation can be viewed .

**Resources:**

<https://www.history.org.uk/primary/resource/9227>

Malton Museum

## **Britain's settlement by Anglo-Saxons**

**3D:** beliefs; society; power.

**Key Knowledge:** Roman withdrawal: invasions and settlements of Anglo Saxons; culture; kingdoms; Christian conversion.

**Key Skills:** chronology of the invasions and settlements; change and continuity during the period; cause of migrations and consequence; significance of this time; sources and evidence; communication;

### **Resources**

<https://www.history.org.uk/primary/categories/177/resource/6919>

Beowulf

## **Ancient Civilizations with depth study of Ancient Egypt**

**3D:**society; belief; power.

**Key Knowledge:**what is a civilization and its aspects ; achievements of the earliest civilizations where and when ; relevant aspects of Ancient Egyptian civilization; Tutankhamun's tomb and its discovery.

**Key Skills:** ordering different periods; comparing with Britain during this period; using archaeological sources; producing a written record of their learning or aspects of this;

### **Resources**

<https://www.history.org.uk/primary/resource/9681>

<https://www.history.org.uk/primary/resource/7517>

Weslandia Paul Fleischman

Ma'at's Feather Juliet Desailly

## **Sycamore Class Year 5 and 6 (two year cycle)**

*During these years pupils should have plenty of practise forming judgements based on evidence.*

*They are developing methods of historical enquiry.*

*They should develop an understanding of historical significance and be able to evaluate people and events based on this.*

*They should have a firm understanding of causes, consequences, similarities and differences and change and continuity.*

*They should be able to make connections and see the relationships between different periods and different historical cultures and civilisations and understand the impact of history on their own lives.*

*They should be able to consider different viewpoints and understand bias and anachronisms.*

*They should be developing their written work to produce short essays alongside other types of communication.*

### **Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor**

**3D:** society; power; belief; local area.

**Key Knowledge:** chronology of Viking raids, invasions and settlement; resistance by Alfred the Great and successors; Athelstan, first king of England; effect on local area and place of York ; kings of England in 11<sup>th</sup> century.

**Key Skills:** have secure chronological knowledge; analyse causes and consequences of events and actions of individuals; evaluate different individuals and events using evidence and understand different viewpoints;

#### **Resources**

### **Ancient Greece**

3D: society; belief; power.

**Key knowledge:** know about different aspects of Greek civilization including political systems, religion, city states , technological developments etc; be able to place on a time line; know legacy of the civilization.

**Key skills:** be able to make judgements on significance of the civilization and its impact on our lives today; communicate learning

#### **Resources**

<https://www.history.org.uk/primary/categories/216/resource/6791>

Myths and legends Marcia Williams

Iliad and Odsyssey Marcia Williams

## **Early Islamic Civilization a non-European civilization**

**3D:** belief; society .

**Key knowledge:** be able to sequence events and individuals with those of other societies; know about key aspects of this society including religion, technology etc.

**Key Skills:** compare with England at this time; evaluate significance of this civilization; understand and explain different interpretations of this aspect of history

**.Resources**

<https://www.history.org.uk/primary/categories/216/resource/8155>

One thousand and one Arabian nights

Scheherazade

## **Coming to Britain-A study of an aspect or theme in British history extends chronological knowledge beyond 1066**

**3D:** society; diversity

**Key Knowledge:** different peoples have come to Britain for different reasons throughout history; contribution of different groups to British society; Jewish migrations particularly 20<sup>th</sup> and the Holocaust; facts about British Empire; Windrush.

**Keys skills:** order migrations chronologically; consider and evaluate different viewpoints of events; produce written piece of work; describe connections, contrasts and trends over short and longer time periods.

**Resources**

<https://www.history.org.uk/primary/resource/9985/scheme-of-work-journeys-the-story-of-migration>

The Journey Francesca Sanna

The Island Armina Greder

The Arrival -Shaun Tan

Benno and the Night of Broken Glass Meg Wiviott

The British-Benjamin Zephania

**Or**

## **the changing power of monarchs**

**3D:** power

**Key learning:** facts about individual monarchs including Henry VIII, Elizabeth I and II, all the Charles;

**Key Skills:** evaluating significance of monarchs, reigns and events; comparing two monarchs; using key historical terms when presenting learning; interpreting different reigns and understanding viewpoints and bias.

## Resources

### History of Welburn-A local history study

**3D:** local area ; belonging

**Key Knowledge:** facts about the village in the past; the history of the school; what it was like to live in Welburn in the past.

**Key Skills:** using primary sources such as log books, census, maps, graves and photographs; comparing different periods; cause and effect; writing a longer piece.

### Resources

Maps of Welburn

Census records

Log books

<https://www.history.org.uk/primary/categories/217/resource/7518>

<https://www.history.org.uk/primary/resource/10562/scheme-of-work-significant-historical-events-peo>

<b>Class</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>1 A</b>	Living People EYFS	Invention of trains People and places in own locality	Explorers and travellers Lives of significant individuals
<b>1B</b>	Great Fire of London Events beyond living memory	Changes in Living Memory Peepo	
<b>2A</b>	Changes in Britain from Stone Age to Iron Age	Romans	
<b>2B</b>		Civilizations and Ancient Egypt	Anglo Saxons
<b>3A</b>	Coming to Britain (migration)	Local History	
<b>3B</b>	Ancient Greece	Anglo Saxons v Vikings	Islamic Empire