

WELLESBOURNE PRIMARY AND NURSERY SCHOOL

Living to Learn, Learning to Live

RESPECT	EFFORT	ATTEND	COOPERATE	HONEST
As emotionally intelligent young people we will listen to and value other opinions. We will create a safe and supportive environment where we will feel confident to investigate without fear of being wrong. To consider social and moral dilemmas, reflect on experience, explore reasoned views and moral and ethical issues.	We will learn to take risks in our learning and challenge ourselves and each other. We will be able to explain clearly our investigations and discoveries. We will develop our thinking skills and resilience so that we become motivated and independent learners.	We will learn the importance of concentration, listening and participating during all of our lessons. We value being on time and getting the most from all of our time at school. We will develop an understanding that by being in school and joining in we will get more from our school and support our friends and fellow learners.	As co-operators we will work together and support each other in developing and listening to our ideas. In doing so we will challenge and explore new learning. We will work together being kind, helpful and gentle to all our school community and valuing its diversity.	We will learn that being honest means being true to ourselves. That by being honest with ourselves we learn more and support our friends more. We will learn the importance of honest self evaluation to help us improve and become independent learners. We will learn that honest support of our friends will help them to be better learners.

HISTORY CURRICULUM

	AUTUMN	SPRING	SUMMER
YEAR 1	EVENTS BEYOND LIVING MEMORY Victorian Toys	CHANGES WITHIN LIVING MEMORY The Beatles	SIGNIFICANT INDIVIDUALS Christopher Columbus
YEAR 2	SIGNIFICANT HISTORICAL EVENTS IN LOCALITY The Titanic	SIGNIFICANT INDIVIDUALS Florence Nightingale	EVENTS BEYOND LIVING MEMORY The Great Fire of London
YEAR 3	Ancient Greece	Changes in Britain from the Stone Age to the Iron Age	
YEAR 4	The Roman Empire and its Impact on Britain	LOCAL HISTORY STUDY The Tudors	EXTENDING CHRONOLOGICAL KNOWLEDGE Industrialisation and The Victorians
YEAR 5	Ancient Egypt	EXTENDING CHRONOLOGICAL KNOWLEDGE World War II	Britain's settlement by Anglo Saxons
YEAR 6	ACHIEVEMENTS OF EARLIEST CIVILIZATIONS The Maya	The Viking Struggle for the Kingdom of England	

YEAR 1

As historians we will

AUTUMN	SPRING	SUMMER
<p>Know and understand: Know the difference between Victorian and modern day toys including what they were made of and why – no electronic toys. Know what life was like for Victorian children comparing rich and poor.</p>	<p>Know and understand: The names of The Beatles. Name and sing several Beatles songs. Research and know several facts about The Beatles. Talk about favourite Beatles songs.</p>	<p>Know and understand: The date Christopher Columbus travelled. Why he went on his voyage. What he discovered. Where he went.</p>
<ul style="list-style-type: none"> • study toys from the Victorian Era and compare to modern toys • sequence simple pictures within their own experience • begin to understand historical concepts such as continuity and change, similarity and difference • begin to use appropriate terminology such as past, then and now • compare historical periods (Victorian Times) using terms ‘then’ and ‘now’ and identify changes within the different time periods • obtain ideas about the past from pictures, artefacts and other sources • be able to ask questions about sources • communicate understanding in simple language • write simple sentences and describe an event or period of time <p><i>This topic links with English and mathematics.</i></p>	<ul style="list-style-type: none"> • begin to use appropriate terminology such as past, then and now • compare historical periods using the terms ‘then’ and ‘now’ and identify changes within these different time periods • obtain ideas about the past from pictures and other sources • be able to ask questions about sources • communicate understanding in simple language • write simple sentences and describe an event or period of time <p><i>This topic links with English , mathematics and music</i></p>	<ul style="list-style-type: none"> • begin to use appropriate terminology such as past, then and now. • obtain ideas about the past from pictures and other sources. • give simple explanations of consequences to actions from an individual person. • know and recount stories from the past. • write simple sentences and describe an event or period of time <p><i>This topic links with English and mathematics.</i></p>

YEAR 2

As historians we will

AUTUMN	SPRING	SUMMER
<p>Know and understand:</p> <ul style="list-style-type: none"> • Significant dates in relation to the Titanic including when it set sail and where from; • Who was to blame for the disaster; • The class system at the time. 	<p>Know and understand:</p> <ul style="list-style-type: none"> • At least two ways we can find out about the past; • Recognise dates are used to identify when events happened; • Know that clothes have changed; • Know that and how Florence Nightingale changed hospitals and nursing. 	<p>Know and understand:</p> <ul style="list-style-type: none"> • Significant dates in relation to the Great Fire of London; • Important figures and their roles in relation to the Great Fire of London; • Changes since the Great Fire of London; • Understand and explain why the Great Fire of London occurred.
<ul style="list-style-type: none"> • find out about the past by looking at photographs and artefacts • use language related to historical enquiry, choosing appropriate words to describe the past • draw simple conclusions and deduce information in the past from pictures and research • recognise that dates are used to identify when events happened in the past • describe an even using temporal markers to show structure • connect ideas and give simple phrases as to why an event occurred • begin to write in a different genre – letter writing, newspaper report <p><i>This topic links with English and mathematics.</i></p>	<ul style="list-style-type: none"> • understand that information from the past may differ. • recognise that dates are used to identify when events happened in the past. • describe an even using temporal markers to show structure • begin to write in a different genre – letter writing, diary recount <p><i>This topic links with English and mathematics.</i></p>	<ul style="list-style-type: none"> • learn about events beyond living memory that are significantly nationally • identify similarities and differences between ways of life • ask and answer questions that show knowledge and understanding of key features of the event • describe an even using temporal markers to show structure • begin to write in a different genre – newspaper report, postcard <p><i>This topic links with English and mathematics.</i></p>

YEAR 3

As historians we will

AUTUMN	SPRING	SUMMER
<p>Know and understand: How to create a timeline. What BC and AD are. How to draw comparisons.</p>	<p>Know and understand: What pre-history is and be able to order the pre-history era's. The difference between Stone Age, Bronze Age and Iron Age and why they were named this.</p>	<p>Know and understand:</p>
<ul style="list-style-type: none"> • have some awareness of the different periods of the past. • identify some of the differences and similarities between the periods. • begin to make deductions from sources that go beyond simple observations. • identify some of the different ways in which the past is represented. • have knowledge and understanding of some of the main events, people and changes from the past • begin to give a few reasons for and results of the main events and changes • ask relevant questions • begin to use simple historical language to communicate ideas • write work that makes sense and uses Y3 conjunctions 	<ul style="list-style-type: none"> • have some awareness of the different periods of the past. • identify some of the differences and similarities between the periods. • be aware that there are different types of historical sources. • begin to make deductions from sources that go beyond simple observations. • identify some of the different ways in which the past is represented • have knowledge and understanding of some of the main events, people and changes from the past • begin to give a few reasons for and results of the main events and changes • describe and explain simple concepts such as cause and effect • ask relevant questions • begin to use simple historical language to communicate ideas • write work that makes sense and uses Y3 conjunctions 	<ul style="list-style-type: none"> • be aware that there are different types of historical sources. • make simple deductions • have knowledge and understanding of some of the main events, people and changes from the past • begin to give a few reasons for and results of the main events and changes • describe and explain simple concepts such as cause and effect • ask relevant questions • write work that makes sense and uses Y3 conjunctions
<p><i>This topic has links to English, mathematics and geography.</i></p>	<p><i>This topic has links to English, mathematics and geography.</i></p>	<p><i>This topic has links to English, mathematics and geography.</i></p>

YEAR 4

As historians we will

AUTUMN	SPRING	SUMMER
<p>Know and understand:</p> <ul style="list-style-type: none"> • The legacy of the Romans • British resistance (Boudicca) • The power of the Roman Army • Chronology of events 	<p>Know and understand:</p> <ul style="list-style-type: none"> • What a monarch is • How Henry became king • The varying representations of Henry's character / legacy 	<p>Know and understand:</p> <ul style="list-style-type: none"> • Chronology of the railways • Understanding why the railways were important in the industrial development / growth of Britain
<ul style="list-style-type: none"> • develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives • explain some of the main events and give reasons for, and results of, the changes • describe and compare different periods from the past • understand more complex, abstract concepts • have some awareness of how people's lives have shaped this nation • make deductions from sources that go beyond simple observation • ask questions about events and artefacts to find out more about them. • obtain ideas about the past from pictures and other sources • use historical language to communicate ideas • communicate understanding using historical language • understand that aspects of the past have been represented and interpreted in different ways • use paragraphs to organise ideas around a theme <p><i>This topic links to geography, mathematics and English.</i></p>	<ul style="list-style-type: none"> • describe and compare different periods of time • explain some of the main events and give reasons for, and results of, the changes • be able to identify different examples of types of sources • use historical language to communicate ideas • make connections between local, regional, national and international history • use paragraphs to organise ideas around a theme <p><i>This topic links to mathematics and English.</i></p>	<ul style="list-style-type: none"> • understand who were the original Americans. • interpreting stories, music, poems and other stimuli • have some awareness of how people's lives have shaped this nation • make deductions from sources that go beyond simple observation • to learn about the historical trading links between Liverpool as a port and rest of the world i.e. the USA • use historical language to communicate ideas • understand that aspects of the past have been represented and interpreted in different ways • use paragraphs to organise ideas around a theme <p><i>This topic links to mathematics and English.</i></p>

YEAR 5

As historians we will

AUTUMN	SPRING	SUMMER
<p>Know and understand: What a civilization is and some of its achievements. Some of the achievements of the 3 Kingdoms of Egypt. The difference between primary and secondary sources and to use sources to develop understanding of enquiry process. Key dates and use key vocabulary. How to read and write Egyptian numbers.</p>	<p>Know and understand: How WWII events affected people in Liverpool. How evacuation affected families. That evacuee experience differed and why. That photos, diaries and reports provide recounts of events. Key dates and use key vocabulary.</p>	<p>Know and understand: Some of the ways Anglo-Saxons influenced Great Britain. How to analyse trends using maps to draw conclusions about Anglo-Saxon burials. How to use sources to test, create and revise hypothesis and draw conclusions. Arguments and reasons for Anglo-Saxon settlement in England.</p>
<ul style="list-style-type: none"> • describe significant features from time periods and know how Britain has influenced and been influenced by the wider world. • understand why some civilisations have been successful and others have not. • be able to identify and describe key features and their impact on today's society. • use evidence to find answers to enquiry-based questions with structured support. • produce pieces of writing linked to historical eras/events using age appropriate expectations – diary writing • begin to make use of dates to structure our work. <p><i>This topic links to English and mathematics.</i></p>	<ul style="list-style-type: none"> • describe significant features from time periods and know Britain has influenced and been influenced by the wider world • have awareness of historical concepts and make connections, draw contrasts and analyse some trends • identify and describe key features and their impact on today's society • use evidence to answer enquiry based questions • produce writing linked to historical events – letter writing • accept evidence at face value • identify different views and begin to suggest reasons why they have occurred <p><i>This topic links to English.</i></p>	<ul style="list-style-type: none"> • to describe significant features from time periods and know how Britain has influenced and been influenced by the wider world. • to have awareness of historical concepts and make connections. • begin to form arguments. • to use historical terminology appropriate to the topic • use evidence to find answers to enquiry-based questions with structured support • produce writing linked to historical events – persuasive leaflet • <p><i>This topic links to English.</i></p>

YEAR 6

As historians we will

AUTUMN	SPRING	SUMMER
<p>Know and understand: Maya number system. Maya Calendars. Where chocolate came from and how its use has developed globally.</p>	<p>Know and understand: Understand what a 'heptarchy' is. Viking / Anglo Saxon justice system and methods of punishment. When Vikings arrived in England and where they settled. Clothing / Food / Farming / Trade and Travel. Gods and Goddesses. Facts about Alfred the Great. Facts about Wiergeld.</p>	
<ul style="list-style-type: none"> • make links with past societies • give relevant ideas as supporting evidence • understand the methods of historical enquiry • use evidence to find answers to enquiry based questions • use historical concepts to form own narratives, deploying subject knowledge • use historical terminology <p><i>This topic is linked to English and mathematics.</i></p>	<ul style="list-style-type: none"> • make appropriate use of dates • deepen knowledge and understanding of Britain • identify features of past societies • evaluate sources • understand methods of historical enquiry • have an awareness of different viewpoints • attempt to explain historical concepts such as causation of events <p><i>This topic is linked to English and mathematics.</i></p>	

