



CURRICULUM SUMMARY History – Years 3-6 Overview

	Year 3	Year 4	Year 5	Year 6
History	<p>History of Whitehall Junior School Compare and contrast school life now with the Edwardian times.</p> <p>Early Britain Stone – Bronze – Iron Age periods Explore daily life in settlements and tribal kingdoms.</p> <p>What the Greeks did for us Explore what life was like in ancient Greece. Investigate the contributions made by the ancient Greeks on the wider world.</p>	<p>The Romans - Invaders and Settlers! Discover how the Roman empire began. Investigate the contributions made by the ancient Romans on the wider world. Explore reasons for the end of the Roman empire.</p> <p>The Anglo Saxons - Invaders and Settlers! Explore Anglo-Saxon settlements and find out about village life. Learn about Anglo Saxon invasions. Investigate the contributions made by the Anglo Saxons on the wider world.</p>	<p>Ancient Egypt - Archaeologists Investigate how society was structured in ancient Egypt. Research aspects of ancient Egyptian culture. Explore ancient Egyptian religious beliefs.</p> <p>Vikings - Invaders and Settlers! Learn about Viking raids and invasions. Find out about Viking laws and justice. Investigate the contributions made by the Vikings on the wider world.</p>	<p>World War II - The Battle of Britain! Local study (RAF Bunker) Learn about daily life during WW2 through rationing, cooking and shelters. Investigate how propaganda was used during WW2. Explore the role of rationing.</p> <p>The Mayans Find out about the Mayan calendar and writing system. Investigate how society was structured in the Mayan period. Discuss what Britain may have learnt from the early Mayan civilizations. Compare and contrast Mayan life with life in Ancient Egypt and early Britain.</p>

Our rationale for sequencing the subject in this way
It is our aim that pupils leave Whitehall Junior School being able to explore the past by: comparing and contrasting, examining how and why things have changed, learning about historical figures and developing their research and enquiry skills. We want our pupils to understand that history is important in understanding not only the events of the past, but how these have impacted the world today.

Our progressive curriculum focuses on acquiring both knowledge and skills. Our pupils study a wide range of historical periods. To welcome our Year 3 pupils, we begin with teaching the history of our school and the locality. Afterwards, pupils are taught about historical periods in Britain, Europe and the wider world. As part of their learning about local history, Year 6 undertake a study of the Battle of Britain Bunker which was an underground operations room at RAF Uxbridge, formerly used by No. 11 Group Fighter Command during the Second World War. Our pupils learn that fighter aircraft operations were controlled from there throughout the war, but most notably during the Battle of Britain and on D-Day.

We have high aspirations for all our pupils and support pupils with special educational needs to secure the knowledge needed to access content in history. Our vision: Rich, Relevant and Imaginative is ever-present in the full history curriculum with a clear understanding of our pupils' needs in order for them to succeed in this subject. We strive for our pupils to gain 'A Sense of Time' and to be able to place their period of study into context by providing background knowledge on governance, food, culture, education, homes, architecture, transport, jobs, clothes and technology. This will help our pupils to make continuous links throughout their learning journey, allowing them to recall similarities and differences between periods of history. We use our school-produced resource, 'Our Sense of Time', to provide pupils with the key knowledge they need to understand these links.

Our curriculum is refined annually, but it maintains a consistent knowledge base to ensure conceptual progression. We have identified a set of key historical concepts that pupils will repeatedly revisit throughout their time at Whitehall Junior School. The historical concepts are: settlement, migration, religion, invention, invasion and societal change. Each unit will not include every concept, but over a year, pupils will visit each one more than once. Pupils will also revisit concepts from one year to the next. For example, in Year 4, children will encounter the concepts of invasion, societal change, settlement and invention when studying the Romans. In Year 5, children will revisit the concepts of societal change and invasion when they explore the Vikings.

Our pupils will have a solid understanding of the order in which time periods occurred as each study unit is taught in a broadly chronological order. We start with the Stone Age in Year 3 and, by Year 6, the topics include more recent events, such as our local study of World War II. There are exceptions to this, for example, in Year 6 pupils learn about the Mayan civilisation. This study was deliberately placed as pupils also study South America through geography. Consequently, Year 6 pupils explore the artwork of the Mexican artist Frida Kahlo. We want pupils to build connections as they learn and acquire new knowledge. For example, when Year 5 study Ancient Egypt, they also learn the history of Egyptian death masks and have an opportunity to design and make their

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own masks in DT lessons.

We recognise that there is a difference between what knowledge will be retained close to the point of teaching and that which will be retained forever. 'Sticky knowledge' refers to knowledge that is retained in the long-term memory. Genuine, cross-curricular links aid the retention of 'sticky knowledge' as pupils are exposed to key information repeatedly, in a range of subjects. We also use vocabulary lists, 'Our Sense of Time' documents and knowledge mats to develop vocabulary and identify the 'sticky knowledge' and key information.

We want our pupils to read, write and think as a historian. For example, when reading a text, we teach our children to interpret primary and secondary sources of evidence, compare and contrast events or accounts, ponder on similarities and differences and determine the meaning of words within a context; they are guided to consider the impact of the past on life today. For writing assignments, we teach our children to create timelines, combine evidence from sources and create written pieces based on comparisons. History skills are taught explicitly and progressively. The five key areas are: enquiry, sources, chronology, making connections and questioning. 'Handy Historian' posters, which outline these five key skills, are shared with our pupils. When teaching our pupils to examine historical sources, we begin in Year 3 by identifying the difference between a primary and secondary source and using such sources to piece together information about a period in history. In Year 4, pupils explore reliability of evidence. They will also use sources to make reasoned inferences and explain their findings about the past. In Year 5, pupils explain how historical artefacts have helped us to make inferences about the past, for example the Rosetta Stone. They analyse the reliability of a range of sources and learn to select appropriate sources from a range of available information to justify their choices. In Year 6, pupils explore different interpretations of the past through the impact of contrasting sources from the same time, for example, war propaganda.

Through this carefully sequenced history curriculum, we aim to build passion in our pupils for the subject and for them to enthusiastically engage in their learning. We want them to develop their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways. We hope that this ambitious combination of knowledge, skills and passion will equip and encourage our pupils to confidently continue their study of history in KS3 and beyond.